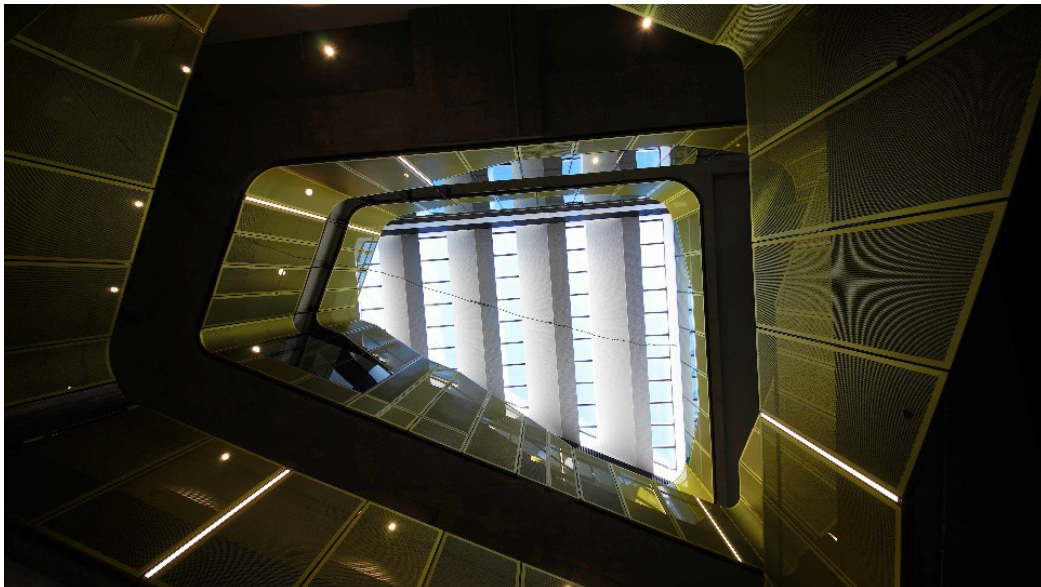




Richmond High School

Policy and Procedures Handbook 2021



Education
and Training



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All enquiries about this document should be directed to the Principal.

Policy Development and Management

The Richmond High School Policies and Procedures, when well defined, understood and implemented are a key part of school improvement and development. At all times members of our community should refer to our Policies and Procedures Manual for relevant information about our school.

Context of Policies and Procedures

Richmond High School is a public school and in the first instance subject to Policies and Procedures established by the Department of Education and Training.

When the term Parent is used, it means Parent, Guardian or Carer

Department of Education and Training

<https://www2.education.vic.gov.au/pal>

“The Policy and Advisory Library (PAL) for schools is a comprehensive one-stop-shop for all Department policy and related operational guidance and resources that apply to Victorian government schools.

School-based staff are the main audience for PAL. It was created as part of the Employee Wellbeing and Operational Policy reforms and brings together all sources of Department policy for schools that previously existed in multiple locations, replacing the School Policy and Advisory Guide (SPAG) and some other sections of the Department’s website and intranet. PAL launched on 15 June 2020.”

Disclaimer

Richmond High School makes every effort to ensure the accuracy of the information provided in its documents. However, as school and Department of Education and Training regulations, policies, procedures, fees, and course information are continually changing, the school reserves the right to change at any time without notice any information contained in any document or the school web page.

The user must understand that information is provided with no express or implied warranty and that RHS accepts no liability for damage as a result of relying on information contained within.

Thank you

The first Richmond High School documentation was written by Foundation Principal Colin Simpson as part of school registration in 2017. Foundation Assistant Principals James Taylor and Victoria Triantafyllou added to this material in 2018. These policies were reviewed in 2020 by Principal Lars Andersson and the Assistant Principals after consultation with the leadership team and staff.

School Governance

Democratic Principles

The programs of, and teaching in, Richmond High School support and promote the principles and practice of Australian democracy, including the commitment to:

1. Freely elected government.
2. The rule of law, equal rights and protection against discrimination.
3. Freedom of thought, conscience, religion, belief.
4. Freedom of expression and association with others.
5. The rights to privacy, liberty, security, culture and public participation.
6. The distinct cultural rights of Aboriginal persons.
7. The values of fairness, openness and tolerance.

Adopted by School Council on Tuesday 7 August 2018, Passed unanimously.

Richmond High School Council

School councils play a key role in Victorian government schools. Participating as a school council member is a rewarding and challenging experience. The school council supports the principal to provide the best possible educational outcomes for students.

The Richmond High School Council consists of up to 17 members.

Parents (6), Department of Education and Training –DET (5), Community (4). Students (2), Maximum DET employees (7) including a Maximum DET Parents (2)

School Council Sub-Committees Terms of Reference

Education Policy Sub-Committee

The Education Policy Sub-Committee is an official sub-committee of the School Council. It will be convened by the Assistant Principal.

Responsibilities:

- Oversee the development and ongoing evaluation of the school policies in line with Department of Education and Training policies and guidelines
- Provide information and advice to the School Council on all programs and policy matters
- Report regularly to School Council on:
 - Policy development and implementation
 - Curriculum implementation of programs and evaluations
- Ensure that all sections of the school community have the opportunity to be involved in the formulation of policy recommendations to School Council
- Communicate to the school community on policy development and curriculum matters

Membership:

The composition of the Education Policy Sub-Committee shall be a blend of School Council members, representatives of the school community and co-opted members as required.

Assistant Principal, Head of Academic Programs, two teachers (one from council, one staff elected), two parents (at least one of whom should be on council) and two students.

Executive and Finance Sub-Committee

The Executive and Finance Sub-Committee is an official subcommittee of School Council. It will meet prior to council meetings and will be convened by the Principal.

Responsibilities:

- To oversee the preparation of the school budget that ensures that school goals and priorities are being met.
- To oversee all financial transactions that occur within the school and ensure that they are within budgetary constraints.
- To ensure that a meaningful and relevant agenda is prepared for council meetings.
- To consider & propose strategies that ensure school objectives are achieved.
- To oversee the management of marketing, resource and building matters.

Membership:

Principal, School Council President, School Council Vice President and School Council Treasurer. In attendance as required the Assistant Principal and Business Manager.

School Philosophy

Vision, Mission, School Values, Student Values and Objectives

Vision

Richmond High School will be an inclusive, high quality co-educational school, serving the children of its local area. Students from Richmond High School will be active and informed, creative thinkers, self-motivated, skilled and knowledgeable, lifelong learners, entrepreneurial, collaborative, critical thinkers and great communicators. They will also be resilient, self-confident, passionate and compassionate individuals, who will have developed beyond their expectations. They will be significant contributors to the life of our community.

Mission

At Richmond High School we combine high expectations with genuine care and support. We embrace difference and diversity in its many forms. We work to make a difference in the lives of the students in our care. To help them appreciate their innate value. To encourage them to become learners for life. To inspire creativity and original thinking. To prepare them for an ever-changing world. To guide and craft them into young adults who in their own way make a difference in the world.

School Values

Creativity, Diversity, Intelligence, Expectation. Making a difference.

Creativity

Young people need to be forever creative in an ever-changing world. We believe education should foster creativity and adaptability.

Diversity

We emphasize inclusion and respect for all, embracing difference and diversity in all its forms, including ideas.

Intelligence

We aim to develop intellect, inspire imagination and encourage original thinking. We hope to instill a thirst for knowledge and learning for life.

Expectation

We have high expectations of our students. We expect them to work hard, set high standards for themselves and strive to be their best. We also set high expectations for ourselves.

Making a Difference

We hope to make a profound difference in young people's lives – to model and mentor positive attitudes and actions. We want school life to be a rewarding, challenging and enjoyable experience. Our ultimate aspiration for our students is that they be a force for good in whatever endeavours they choose to follow.

What is making a Difference?

Through the power of education Richmond High School provides the tools necessary for students to be a force for good in the world – to make a difference. We aim to equip students for life's challenges by inspiring them to continually improve, to strive for excellence and share their gifts. We encourage our students to approach learning and life with an open mind and heart, fostering positive and supportive relationships in the world around them.

Student Values

Learn for life, Respect for all, Aim high, work hard, Be the best you can be. Make a difference.

Learn for life.

The best way to prepare for an ever-changing world is to learn to never stop learning. Those who do will have a rich, rewarding and exciting life.

Respect for all.
We embrace difference in its many forms.
In culture, gender and religion.

We ask you to respect everyone, yourself included.

Aim high, work hard.
The school and your teachers have high expectations of you.
We expect you to work hard.
And when you need support we promise to give it.

Be the best you can be.
You come to the school as a child and leave as a young adult. We hope you use your time here to become the best you can be.

Make a difference.
We aim to be a school that makes a difference in your life so you can make a difference in the world.

Objectives

Richmond High School will identify the potential of young people and aims to create a learning community where children grow and prosper through:

- The provision of a high quality comprehensive education environment with learners and learning at the centre.
- A well-planned program focusing on individual student need and growth, delivered using diverse teaching strategies and comprising a guaranteed and viable curriculum.
- A safe and purposeful school environment.
- The active promotion of cooperative and supportive relationships between all members of the school community.

Of specific interest is:

- The nurturing of creativity and independence as learners.

As a school of educational leadership, we will also:

- Showcase and share our expertise with others.
- Provide appropriate access to the school's facilities to the community.
- Participate in wider community activities.

2018 and beyond Story

At Richmond High School we combine high expectations with genuine care and support. We embrace difference and diversity in its many forms. We work to make a difference in the lives of the students in our care. To help them appreciate their innate value. To encourage them to become learners for life. To inspire creativity and original thinking. To prepare them for an ever-changing world. To guide and craft them into young adults who in their own way make a difference in the world.

Brand story in a sentence

A school where high expectations are matched with genuine care and support to make a difference in students' lives.

Our brand in three words

Create, Prepare, Achieve

To Create, To Prepare, To Achieve. Make a Difference.

Internal language

To Learn, To Evolve, To Grow.

External language

To Invest, To Transform, To Uplift.

Curriculum

Curriculum Framework and Student Learning Outcomes Policy

1. Overview
 - 1.1. Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.
 - 1.2. Richmond High School encourages its students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and culturally inclusive curricula.
 - 1.3. Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan.
2. Richmond High School will meet the minimum standard with:
 - 2.1. A time allocation per each of the eight learning areas.
 - 2.2. An explanation of how and when curriculum and teaching practice will be reviewed.
 - 2.3. An Outline of how the school will deliver its curriculum is found in the Richmond High School Scope and Sequence document/s.
 - 2.4. A whole school curriculum map which can also show time allocation.
 - 2.5. A documented strategy to improve student learning outcomes.
3. Curriculum Guidelines
 - 3.1. Richmond High School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.
 - 3.2. Richmond High School will comply with all Department of Education and Training guidelines about the length of student instruction time required in Victorian schools.
 - 3.3. There will be a broad offering of programs to meet demand, commencing with Year 7 in 2017, designed to enhance effective learning for the 21st century.
 - 3.4. The Department of Education and Training places a high priority on the teaching of Physical and Sport Education, Languages and EAL. Our school also places a high priority on the teaching of these learning areas.
 - 3.5. Preparing young people for the transition from school into further education and careers will be a critical element in senior secondary program.
 - 3.6. Teaching and learning programs will be resourced through Program Budgets.
4. Program
 - 4.1. Program Development
 - 4.1.1. Richmond High School will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English.
 - 4.1.2. The school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.
 - 4.1.3. The school will implement the Framework for Improving Outcomes (FISO), a model for continuous school improvement. Key components include:
 - 4.1.3.1. Evaluate and diagnose
 - 4.1.3.2. Prioritise and set goals
 - 4.1.3.3. Develop a plan
 - 4.1.3.4. Implement and monitor
 - 4.1.4. The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation to Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.
 - 4.1.5. The Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) will be used as a framework for curriculum development, delivery and assessment at Years 11 and 12 in accordance with VCAA guidelines.
 - 4.1.6. Richmond High School will ensure compliance and quality assurance requirements to AQTF Standards in delivering Vocational Education and Training (VET) and structured workplace learning (SWL) programs.

- 4.1.7. In developing its Curriculum Plan, the school will provide at least 25 hours of student instruction per week.
- 4.2. Program Implementation
 - 4.2.1. The school's Curriculum Committee will determine the curriculum program for the following year, based on provision needs and departmental policy requirements. Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.
 - 4.2.2. To facilitate curriculum planning and implementation, scope and sequence documents, assessment criteria, record keeping documentation, handbooks and pro-formas will be used.
 - 4.2.3. The DET requirements related to the teaching of Languages, Physical and Sports Education, and New Arrivals Program / English as an Additional Language (EAL) will continue to be implemented.
 - 4.2.4. The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET's School Policy & Advisory Guide 'Using Digital Technologies to Support Learning and Teaching' and the school's own endorsed policy.
 - 4.2.5. Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to School Council.
- 5. Student Wellbeing and Learning
 - 5.1. Richmond High School will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students:
 - 5.1.1. providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences
 - 5.1.2. providing a flexible, relevant, inclusive and appropriate curriculum
 - 5.1.3. accommodating student developmental needs within the Victorian Curriculum stages of schooling
 - 5.2. Students with Disabilities
 - 5.2.1. The Department of Education and Training and Richmond High School is committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs.
 - 5.2.2. Richmond High School will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.
 - 5.3. Koorie Education
 - 5.3.1. Richmond High School is committed to providing culturally appropriate and inclusive programs to Koorie students though:
 - 5.3.1.1. working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community, for example via Local Aboriginal Education Consultative Groups (LAECG)
 - 5.3.1.2. supporting the development of high expectations and individualised learning for Koorie students
 - 5.3.1.3. creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum
 - 5.3.1.4. implementing initiatives and programs that meet student needs and in partnership with the Koorie community.
- 6. Curriculum and Teaching Practice Review
 - 6.1. The school's curriculum will be audited on a cyclical basis to ensure currency with the Victorian Curriculum. Curriculum audits and review will inform future curriculum planning and implementation.
 - 6.2. The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement.
 - 6.3. All staff will participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards.
 - 6.4. The school will utilise Department of Education and Training policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one-one meetings to support staff to continually improve their method and practice of teaching.

7. Student Learning Outcomes
 - 7.1. The school’s Strategic Plan will set out the school’s direction, goals, targets and key strategies for improvement. The school’s Annual Implementation Plan will outline incremental stages of strategic plan implementation, monitoring and evaluation, broken down into 12 month targets. An Annual Report will provide the community with information about the school’s performance in implementing improvement strategies and how resources have been used.
 - 7.2. Data plays a key part in the ongoing school improvement process.
8. Data collection
 - 8.1. The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include: NAPLAN, teacher-reported grades, VCAA data.
 - 8.2. The School Leadership team will track whole school data, cohort and/or individual data and identify potential teaching and learning areas that require further focus.
9. Data analysis
 - 9.1. All teaching staff will implement the school’s assessment schedule. A variety of approaches will then be used to analyse data at an individual, group, cohort and/or school level.
 - 9.2. The leadership team will work with teachers (at an individual, team or whole school level) ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning.
 - 9.3. The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the School’s Strategic Plan and Annual Implementation Plan.
 - 9.4. Data will also be used to determine student support options including for those at risk, developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.
10. Data and achievement reporting
 - 10.1. Data will be reported in different ways according to the audience.
 - 10.2. For students: Feedback will be given about current learning and areas for future learning, as well as strategies for how to improve. The more immediate the feedback, the greater the impact.
 - 10.3. For staff: Both informal and formal data will be used to inform planning and teaching on both a short and longer-term basis. Trend data will also provide relevant information about the school’s continuous improvement journey.
 - 10.4. For parents: Student reports and parent/teacher meetings will provide an opportunity for teachers to provide feedback regarding student achievement.
 - 10.5. For community: Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.
11. Links and attachments:
 - 11.1. Links to DET Policy & Advisory Library:
 - 11.1.1. [Curriculum](#)
 - 11.1.2. [Framework for Improving Student Outcomes](#)
 - 11.1.3. [Assessment](#)
 - 11.1.4. [Digital Learning in Schools](#)
 - 11.1.5. [Student Engagement](#)
 - 11.1.6. [Students with Disabilities](#)
 - 11.1.7. [Koorie Education](#)
12. Attachments which are connected with this policy are:
 - 12.1. Attachment 1: Unique School Features
 - 12.2. Attachment 2: Curriculum Program
 - 12.3. Attachment 3: Curriculum Program Implementation and Delivery
 - 12.4. Attachment 4: School Instructional Model
 - 12.5. Attachment 5: Curriculum Program Structure of the Day
 - 12.6. Attachment 6: Victorian Curriculum and Teaching Practice Review
 - 12.7. Attachment 7: Performance and Development at Richmond High School
 - 12.8. Attachment 8: Framework for Improving Student Outcomes (FISO)
 - 12.9. Attachment 9: Student Learning Outcomes

Status	Approved
Date approved	July 2020
Date to be reviewed	July 2024
Responsibility	Principal

Policies, Procedures, Plans and Proforma

Richmond High School has a range of policies, procedures, plans and proforma to assist us in working with the families in our care:

Student care documentation, registers, plans and procedures. These student welfare/wellbeing and discipline policies are central to our effectiveness as a school. Once agreed at School Council these policies, procedures, plans and proforma will be available to all staff, students and families.

These will be communicated through our website, Compass – in School Documentation and Google Docs, provided to all families at enrolment, presented and discussed at staff meetings and through the school staff induction processes. At year level and whole school assemblies the relevant documents will be communicated to students.

- Attachment to the Accidents and Incidents Reporting Policy - Accidents and Incidents Register
- Anaphylaxis Management Policy – Ministerial Order 706
- Attachment to Anaphylaxis Management Policy – Ministerial Order 706 - Anaphylaxis Management Communication Plan
- Attachment to Anaphylaxis Management Policy – Ministerial Order 706 - Staff Action Plan for Anaphylaxis
- Attachment to Anaphylaxis Management Policy – Ministerial Order 706 - Anaphylaxis Management Strategies
- Attachment to Anaphylaxis Management Policy – Ministerial Order 706 - Anaphylaxis Prevention Strategies
- Accidents and Incidents Reporting Policy
- Anti-Bullying Policy
- Attachment to Anti-Bullying Policy - Teacher Practices for Responding to Incidents of Bullying Practices
- Attachment to Anti-Bullying Policy - Report on an Incident of bullying proforma
- Care Arrangements for Ill Students Policy
- Camps and Excursions Policy
- Attachment to the Camps and Excursions Policy - Student / Teacher Ratios
- Attachment to the Camps and Excursions Policy - Approval Proforma for all Excursions and Activities Requiring School Council Approval
- Attachment to the Camps and Excursions Policy - Explanatory Notes to Approval Proforma
- Communication of School Policies, Procedures and Schedule Policy
- Critical Incident Plan Policy
- Duty of Care Policy
- First Aid Policy
- Mandatory Reporting Policy
- Attachment to Mandatory Reporting Policy - Mandatory Reporting Processes
- Medicine Distribution Policy and Procedure
- Onsite Supervision of Students Policy
- Records of Student Medical Conditions and Management
- Register of Staff Trained in First Aid
- Student Code of Conduct
- Student Engagement Policy
- Working with Children Policy
- Attachment to the Working with Children Policy - Working with Children Checklist 93

Managing the risk of child abuse

- Child Safe Policy Ministerial Order 870
- Attachment to Child Safe Policy Ministerial Order 870 - Child Safe Schools Framework
- Good Leadership and Governance in Child Safe Schools Statement
- Attachment to Child Safe Policy Ministerial Order 870 - Child Safety Code of Conduct

Accidents and Incidents Reporting Policy

Rationale:

Richmond High School administration of accidents and incidents is central to the duty of care of our students. To ensure expert response to all school emergencies and incidents including incidents that occur during:

- Camps, excursions or outdoor adventure activities.
- Weekends and holidays.
- Travel to or from school.
- Non-school hours.

Guidelines:

1. At all times the school will adhere to Department of Education and Training guidelines.
 - 1.1. <https://www2.education.vic.gov.au/pal>
2. When an accident or incident occurs, the following will be undertaken by staff:
 - 2.1. First aid action as required.
 - 2.2. The seeking of support from other staff if necessary.
 - 2.3. The reporting of any serious accident or incident immediately to the principal.
3. All accidents and Incidents are to be reported as soon as possible to the school reception and required documentation completed.
4. We will:
 - 4.1. Call 000 immediately to report any incident threatening life or property:
 - 4.1.1. Police for crime, assault or injury that may not be accidental.
 - 4.1.2. Ambulance for injury and medical assistance.
 - 4.1.3. Fire brigade for fires and incidents involving hazardous and dangerous materials (report all fires, regardless of state and size, even if extinguished).
 - 4.1.4. Notify the Incident Support and Operations Centre (ISOC) after contacting 000, telephone: 1800 126 126 if the incident is rated by the principal team member as extreme, high or medium.
 - 4.1.5. Enact the school's Emergency Management Plan (EMP) if required.
5. Reporting incidents
 - 5.1. Following notification to 000 we will report to ISOC any incident:
 - 5.1.1. posing a risk to the safety of a student, parent, visitor or staff member including:
 - 5.1.1.1. Serious injury or death.
 - 5.1.1.2. Allegations of or actual physical or sexual assault.
 - 5.1.1.3. Threat to property or the environment.
 - 5.1.1.4. The use of seclusion or physical restraint of a student in response to an incident.
6. This will be done on the Accidents and Incidents Register
7. All Accidents and Incidents involving injury will also to be entered online in the injury management system on CASES21
8. All incidents involving staff must be reported to the principal and entered into EduSafe.
 - 8.1. <https://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/policy>

Status	Approved
Date approved	July 2020
Date to be reviewed	July 2024
Responsibility	Principal

Administration of Medication Policy

Rationale:

To explain to parents/carers, students and staff the processes Richmond High School will follow to safely manage the provision of medication to students while at school or school activities, including camps and excursions.

Guidelines:

1. This policy applies to the administration of medication to all students. It does not apply to:
 - 1.1. The provision of medication for anaphylaxis which is provided for in our school's Anaphylaxis Policy.
 - 1.2. The provision of medication for asthma which is provided for in our school's Asthma Policy.
 - 1.3. Specialised procedures which may be required for complex medical care needs.
2. If a student requires medication, Richmond High School encourages parents to arrange for the medication to be taken outside of school hours. However, Richmond High School understands that students may need to take medication at school or school activities. To support students to do so safely, Richmond High School will follow the procedures set out in this policy.
3. Authority to administer
 - 3.1. If a student needs to take medication while at school or at a school activity:
 - 3.1.1. Parents/carers will need to arrange for the student's treating medical/health practitioner to provide written advice to the school which details:
 - 3.1.2. the name of the medication required
 - 3.1.3. the dosage amount
 - 3.1.4. the time the medication is to be taken
 - 3.1.5. how the medication is to be taken
 - 3.1.6. the dates the medication is required, or whether it is an ongoing medication
 - 3.1.7. how the medication should be stored.
 - 3.2. In most cases, parents/carers should arrange for written advice to be provided in a Medication Authority Form which a student's treating medical/health practitioner should complete.
 - 3.3. If advice cannot be provided by a student's medical/health practitioner, the principal (or their nominee) may agree that written authority can be provided by, or the Medication Authority Form can be completed by a student's parents/carers.
 - 3.4. The principal may need to consult with parents/carers to clarify written advice and consider student's individual preferences regarding medication administration (which may also be provided for in a student's Student Health Support Plan).
 - 3.5. Parents/carers can contact Richmond High School for a Medication Authority Form.
4. Administering medication
 - 4.1. Any medication brought to school by a student needs to be clearly labelled with:
 - 4.2. the student's name
 - 4.3. the dosage required
 - 4.4. the time the medication needs to be administered.
5. Parents/carers need to ensure that the medication a student has at school is within its expiry date. If school staff become aware that the medication a student has at school has expired, they will promptly contact the student's parents/carers who will need to arrange for medication within the expiry date to be provided.
6. If a student needs to take medication at school or a school activity, the principal (or their nominee) will ensure that:

Medication is administered by the principal or their nominee to the student in accordance with the Medication Authority Form so that:

 - 6.1. the student receives their correct medication
 - 6.2. in the proper dose
 - 6.3. via the correct method (for example, inhaled or orally)
 - 6.4. at the correct time of day.
7. A log is kept of medicine administered to a student.
8. The teacher in charge of a student at the time their medication is required:
 - 8.1. is informed that the student needs to receive their medication
 - 8.2. if necessary, release the student from class to obtain their medication.

9. Self-administration
10. In some cases it may be appropriate for students to self-administer their medication. The principal may consult with parents/carers and consider advice from the student’s medical/health practitioner to determine whether to allow a student to self-administer their medication.
11. If the principal decides to allow a student to self-administer their medication, the principal may require written acknowledgement from the student’s medical/health practitioner, or the student’s parents/carers that the student will self-administer their medication.
12. Storing medication
 - 12.1. The principal (or their nominee) will put in place arrangements so that medication is stored:
 - 12.1.1. securely to minimise risk to others
 - 12.1.2. in a place only accessible by staff who are responsible for administering the medication
 - 12.1.3. away from a classroom (unless quick access is required)
 - 12.1.4. away from first aid kits
 - 12.1.5. according to packet instructions, particularly in relation to temperature.
13. For most students, we will store student medication in the refrigerator in our Sick Bay
14. The principal may decide, in consultation with parents/carers and/or on the advice of a student’s treating medical/health practitioner:
 - 14.1. that the student’s medication should be stored securely in the student’s classroom if quick access might be required
 - 14.2. to allow the student to carry their own medication with them, preferably in the original packaging if:
 - 14.2.1. the medication does not have special storage requirements, such as refrigeration
 - 14.2.2. doing so does not create potentially unsafe access to the medication by other students.
15. Warning
16. Richmond High School will not:
 - 16.1. in accordance with Department of Education and Training policy, store or administer analgesics such as aspirin and paracetamol as a standard first aid strategy as they can mask signs and symptoms of serious illness or injury
 - 16.2. allow a student to take their first dose of a new medication at school in case of an allergic reaction. This should be done under the supervision of the student’s parents, carers or health practitioner
 - 16.3. allow use of medication by anyone other than the prescribed student except in a life threatening emergency, for example if a student is having an asthma attack and their own puffer is not readily available.
17. Medication error
 - 17.1. If a student takes medication incorrectly, staff will undertake the following steps:

Step	Action
A	If required, follow first aid procedures outlined in the student’s Health Support Plan or other medical management plan.
B	Ring the Poisons Information Line, 13 11 26 and give details of the incident and the student.
C	Act immediately upon their advice, such as calling Triple Zero “000” if advised to do so.
D	Contact the student’s parents/carers or emergency contact person to notify them of the medication error and action taken.
E	Review medication management procedures at the school in light of the incident.

18. In the case of an emergency, school staff may call Triple Zero “000” for an ambulance at any time.

Status	Approved
Date approved	July 2020
Date to be reviewed	July 2024
Responsibility	Principal

Asthma Policy

Rationale:

To ensure that Richmond High School appropriately supports students diagnosed with asthma. To explain to parents/carers, staff and students the processes and procedures in place to support students diagnosed with asthma.

This policy applies to:

- all staff, including casual relief staff, contractors and volunteers
- all students who have been diagnosed with asthma or who may require emergency treatment for asthma and their parents/carers.

Guidelines:

Asthma is a long term lung condition. People with asthma have sensitive airways in their lungs which react to triggers, causing a 'flare-up'. In a flare-up, the muscles around the airway squeeze tight, the airways swell and become narrow and there is more mucus. This makes it hard to breathe. An asthma flare-up can come on slowly (over hours, days or even weeks) or very quickly (over minutes). A sudden or severe asthma flare-up is sometimes called an asthma attack.

Symptoms

Symptoms of asthma can vary over time and often vary from person to person. The most common asthma symptoms are:

- breathlessness
- wheezing (a whistling noise from the chest)
- tight feeling in the chest
- persistent cough

Symptoms often occur at night, early in the morning or during/just after physical activity. If asthma is well controlled, a person should only have occasional asthma symptoms.

Triggers

A trigger is something that sets off or starts asthma symptoms. Everyone with asthma has different triggers. For most people with asthma, triggers are only a problem when asthma is not well controlled with medication. Common asthma triggers include:

- | | |
|---|---|
| • exercise | • colds/flu |
| • smoke (cigarette smoke, wood smoke from open fires, burn-offs or bushfires) | • weather changes such as thunderstorms and cold, dry air |
| • house dust mites | • moulds |
| • pollens | • animals such as cats and dogs |
| • chemicals such as household cleaning products | • deodorants, perfumes, after-shaves, hair spray and aerosol deodorant sprays |
| • food chemicals/additives | • certain medications (including aspirin and anti-inflammatories) |

Asthma management

If a student diagnosed with asthma enrolls at Richmond High School

1. Parents/carers must provide the school with an Asthma Care Plan which has been completed by the student's medical practitioner. The plan must outline:
 - the prescribed medication taken by the student and when it is to be administered, for example as a pre-medication to exercise or on a regular basis
 - emergency contact details
 - the contact details of the student's medical practitioner
 - the student's known triggers
 - the emergency procedures to be taken in the event of an asthma flare-up or attack.
2. Parents/carers should also provide a photo of the student to be included as part of the student's Asthma Care Plan.

3. Richmond High School will keep all Asthma Care Plans at:
 - Reception at Gleadell and Griffiths Campus. Staffrooms, sick bay.
 - School staff may also work with parents/carers to develop a Student Health Support Plan which will:
 - include details on how the school will provide support for the student
 - identify specific strategies
 - allocate staff to assist the student
4. If a student diagnosed with asthma is going to attend a school camp or excursion, Richmond High School parents/carers are required to provide any updated medical information.
5. If a student's asthma condition or treatment requirements change, parent/carers must notify the school and provide an updated Asthma Care Plan.
6. School staff will work with parents/carers to review Asthma Care Plans (and Student Health Support Plans) once a year

Student asthma kit

All students diagnosed with asthma are required to have a student asthma kit at school which contains:

- their own prescribed reliever medication labelled with the student's name
- their spacer (if they use one)

Students will be required to keep their asthma kits with them while at school.

Asthma emergency response plan

If a student is:

- having an asthma attack
- having difficulty breathing for an unknown cause, even if they are not known to have asthma

Staff will call Triple Zero "000" immediately if:

- the person is not breathing
- if the person's asthma suddenly becomes worse or is not improving
- if the person is having an asthma attack and a reliever is not available
- if they are not sure if it is asthma
- if the person is known to have anaphylaxis

School staff will endeavour to follow the Asthma First Aid procedures outlined in the table below. School staff may contact Triple Zero "000" at any time.

Step	Action
1.	Sit the person upright <ul style="list-style-type: none"> • Be calm and reassuring • Do not leave them alone • Seek assistance from another staff member or reliable student to locate the student's reliever, the Asthma Emergency Kit and the student's Asthma Care Plan (if available). • If the student's action plan is not immediately available, use the Asthma First Aid as described in Steps 2 to 5.
2.	Give 4 separate puffs of blue or blue/grey reliever puffer: <ul style="list-style-type: none"> • Shake the puffer • Use a spacer if you have one • Put 1 puff into the spacer • Take 4 breaths from the spacer Remember – Shake, 1 puff, 4 breaths
3.	Wait 4 minutes <ul style="list-style-type: none"> • If there is no improvement, give 4 more separate puffs of blue/grey reliever as above (or give 1 more dose of Bricanyl or Symbicort inhaler)

4.	<p>If there is still no improvement call Triple Zero “000” and ask for an ambulance.</p> <ul style="list-style-type: none"> • Tell the operator the student is having an asthma attack • Keep giving 4 separate puffs every 4 minutes until emergency assistance arrives (or 1 dose of Bricanyl or Symbicort every 4 minutes – up to 3 doses of Symbicort)
5.	<p>If asthma is relieved after administering Asthma First Aid, stop the treatment and observe the student. Notify the student’s emergency contact person and record the incident</p>

Training for staff

Richmond High School will arrange the following asthma management training for staff:

Staff	Completed by	Course	Provider	Cost	Valid for
Group 1 General Staff	School staff with a direct teaching role with students affected by asthma or other school staff directed by the principal after conducting a risk assessment.	Asthma first aid management for education staff (non-accredited) One hour face-to-face or online training.	The Asthma Foundation of Victoria	Free to all schools	3 years
Group 2 Specific Staff	Staff working with high risk children with a history of severe asthma, or with direct student wellbeing responsibility, (including nurses, PE/sport teachers, first aid and school staff attending camp)	<i>Course in Management of Asthma Risks and Emergencies in the Workplace</i> 22282VIC (accredited) OR <i>Course in Emergency Asthma Management</i> 10392NAT (accredited)	Any RTO that has this course in their scope of practice	Paid by Richmond High School	3 years

Richmond High School will also conduct an annual briefing for staff on:

- the procedures outlined in this policy
- the causes, symptoms and treatment of asthma
- identities of the students diagnosed with asthma
- how to use a puffer and spacer
- the location of:
 - the Asthma Emergency Kits
 - asthma medication which has been provided by parents for student use.

Richmond High School will also provide this policy to casual relief staff and volunteers who will be working with students, and may also provide a briefing if the principal decides it is necessary depending on the nature of the work being performed.

Asthma Emergency Kit

Richmond High School will provide and maintain at least three Asthma Emergency Kits. One kit will be kept on school premises at Reception at each campus, Gleadell and Griffiths Campuses and one will be a mobile kit for activities such as:

- yard duty
- camps and excursions.

The Asthma Emergency Kit will contain:

- at least 1 blue or blue/grey reliever medication such as AiroMir, Admol or Ventolin
- at least 2 spacer devices (for single person use only) to assist with effective inhalation of the blue or blue/grey reliever medication (Richmond High School will ensure spare spacers are available as replacements). Spacers will be stored in a dust proof container.
- clear written instructions on Asthma First Aid, including:
 - how to use the medication and spacer devices
 - steps to be taken in treating an asthma attack
- A record sheet/log for recording the details of an asthma first aid incident, such as the number of puffs administered.

Paige Willing, Education Support Officer will monitor and maintain the Asthma Emergency Kits. They will:

- ensure all contents are maintained and replaced where necessary
- regularly check the expiry date on the canisters of the blue or blue/grey reliever puffers and place them if they have expired or a low on doses
- replace spacers in the Kits after each use (spacers are single-person use only)
- dispose of any previously used spacers.

The blue or blue/grey reliever medication in the Asthma Emergency Kits may be used by more than one student as long as they are used with a spacer. If the devices come into contact with someone's mouth, they will not be used again and will be replaced.

After each use of a blue or blue/grey reliever (with a spacer):

- remove the metal canister from the puffer (do not wash the canister)
- wash the plastic casing
- rinse the mouthpiece through the top and bottom under running water for at least 30 seconds
- wash the mouthpiece cover
- air dry then reassemble
- test the puffer to make sure no water remains in it, then return to the Asthma Emergency Kit.

Management of confidential medical information

Confidential medical information provided to Richmond High School to support a student diagnosed with asthma will be:

- recorded on the student's file
- shared with all relevant staff so that they are able to properly support students diagnosed with asthma and respond appropriately if necessary.

Communication plan

This policy will be available on Richmond High School website so that parents and other members of the school community can easily access information about Richmond High School's asthma management procedures.

Epidemic Thunderstorm Asthma

Richmond High School will be prepared to act on the warnings and advice from the Department of Education and Training when the risk of epidemic thunderstorm asthma is forecast as high.

FURTHER INFORMATION AND RESOURCES

- Asthma Australia: [Resources for schools](#)
- Policy and Advisory Library:
 - [Asthma](#)
 - [Treating an asthma attack](#)

Status	Approved
Date approved	July 2020
Date to be reviewed	May 2024
Responsibility	Principal

Understanding the Anaphylaxis Management Policy – Ministerial Order 706

Anaphylaxis is a severe allergic reaction and potentially life threatening. It should always be treated as a medical emergency, requiring immediate treatment. Most cases of anaphylaxis occur after a person with a severe allergy is exposed to the allergen they are allergic to (usually a food, insect or medication).

What do schools need to do to comply with Ministerial Order 706?

Schools will need to:

- Develop a school Anaphylaxis Management Policy
- Develop and review Individual Anaphylaxis Management Plans for affected students, which include an individual ASCIA Action Plan for Anaphylaxis
- Identify and train school staff in anaphylaxis management
- Purchase backup Adrenaline auto injectors for General Use
- Complete an annual Anaphylaxis Risk Management Checklist
- Develop a Communication Plan that ensures that all school staff (including volunteers and casual staff), students and parents are provided with information about anaphylaxis and the school's Anaphylaxis Management Policy
- Identify prevention strategies to be used by the school to minimise the risk of an anaphylactic reaction
- Develop School First Aid and Emergency Response Procedures that can be followed when responding to an anaphylactic reaction.

Anaphylaxis Management Policy – Ministerial Order 706

<https://edugate.eduweb.vic.gov.au/edrms/keyprocess/cp/SitePages/SchoolPoliciesDetail.aspx?CId=21>

Rationale:

Richmond High School is committed to assist and support students with Anaphylaxis Management Plans. The school will fully comply with Ministerial Order 706 and the associated Guidelines published and amended by the Department of Education and Training.

Guidelines:

1. Individual Anaphylaxis Management Plans
 - 1.1. Richmond High School will have Individual Anaphylaxis Management Plans for each child affected by anaphylaxis.
 - 1.1.1. The location of, and access to, Adrenaline Auto injector that have been provided by parents or purchased by the school for general use.
 - 1.1.1.1. At Richmond High School there is an auto injector in each first aid kit, which are clearly indicated around the school by First Aid signs. There is an auto injector in the main staff lounge for easy staff access. Parent provided auto-injectors are located with the student's emergency kit which includes their IAMP and ASCIA plan. This is clearly labelled and stored in the First Aid office. Older students are permitted to carry their own auto-injector with a parent supplied back-up being stored in the first aid office.
 - 1.1.1.2. When off-site, the student's emergency kit is signed out and in by the teacher responsible for the student's wellbeing for the duration of the excursion. Whilst a student may be permitted to carry their own device, the responsible teacher is still required to take the student's emergency kit from the first aid office on excursion. A school supplied back-up auto injector is located in the excursion first aid kit.
 - 1.2. The principal will ensure that an Individual Anaphylaxis Management Plan is developed, in consultation with the student's parents, for any student who has been diagnosed by a medical practitioner as being at risk of anaphylaxis. This will occur when a new diagnosis has been made by a medical practitioner or as part of the Richmond High School enrolment processes and be recorded as completed in CASES21. This will then be recorded in Compass for all teachers to see.
 - 1.2.1. The Individual Anaphylaxis Management Plan will be in placed as soon as practicable after the student enrolls, and where possible before their first day of school.
 - 1.3. The Individual Anaphylaxis Management Plan will set out the following:
 - 1.3.1. Information about the student's medical condition that relates to allergy and the potential for anaphylactic reaction, including the type of allergy/allergies the student has (based on a written diagnosis from a medical practitioner);
 - 1.3.2. Strategies to minimise the risk of exposure to known and notified allergens while the student is under the care or supervision of school staff, for in-school and out-of-school settings, at camps and excursions, or at special events conducted, organised or attended by the school;
 - 1.3.3. The name of the person responsible for implementing the strategies;
 - 1.3.4. Information on where the student's medication or auto injector will be stored; some children will carry them on their person in a special holder, others will store them in their locker or bag. The school will keep medication in the refrigerator in the Richmond High School Sick bay on a yearly basis. The Education Support staff member in charge of First Aid will manage this as part of the yearly schedule of activities.
 - 1.3.5. The student's emergency contact details; and
 - 1.3.6. An Australasian Society of Clinical Immunology and Allergy (ASCIA) Action Plan. The red and blue 'ASCIA Action Plan for Anaphylaxis' is the recognised form for emergency procedure plans that is provided by medical practitioners to parents when a child is diagnosed as being at risk of anaphylaxis. At Richmond High School one copy is kept in the Sick Bay, Staff Common Room, recorded in CASES21 and in Compass. An example

can be downloaded from

<http://www.education.vic.gov.au/school/teachers/health/Pages/anaphylaxisschl.aspx>.

- 1.4. Richmond High School staff will then implement and monitor the student's Individual Anaphylaxis Management Plan.
- 1.5. In an emergency situation, the school's first aid policy integrates with the student's Individual Anaphylaxis Management Plan and the school's emergency response procedures.
- 1.6. The student's Individual Anaphylaxis Management Plan will be reviewed, in consultation with the student's parents in all of the following circumstances:
 - 1.6.1. Annually;
 - 1.6.2. If the student's medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, changes;
 - 1.6.3. As soon as practicable after the student has an anaphylactic reaction at school; and
 - 1.6.4. When the student is to participate in an off-site activity, such as camps and excursions, or at special events conducted, organised or attended by the school (e.g. class parties, elective subjects, cultural days, fetes or incursions).
- 1.7. It is the responsibility of the parents to:
 - 1.7.1. Provide the ASCIA Action Plan;
 - 1.7.2. Inform the school in writing if their child's medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, changes and if relevant, provide an updated ASCIA Action Plan;
 - 1.7.3. Provide an up to date photo for the ASCIA Action Plan when that plan is provided to the school and when it is reviewed; and
 - 1.7.4. Provide the school with an Adrenaline Auto injector that is current and not expired for their child.
2. Richmond High School will be aware of Prevention Strategies
 - 2.1. Please refer to the Attachment to Anaphylaxis Management Policy – Ministerial Order 706 - Anaphylaxis Prevention Strategies in this document
 - 2.2. Chapter 8 of the Anaphylaxis Guidelines for Victorian Schools contains advice about a range of Prevention Strategies that can be put in place and these will be communicated to staff.
3. To reduce the risk of a student at Richmond High School suffering from an anaphylactic reaction, we have put into place the following strategies:
 - 3.1. staff and students are regularly reminded to wash their hands after eating;
 - 3.2. students are discouraged from sharing food
 - 3.3. garbage bins at school are to remain covered with lids to reduce the risk of attracting insects
 - 3.4. gloves must be worn when picking up papers or rubbish in the playground;
 - 3.4.1. school canteen staff will be trained in appropriate food handling to reduce the risk of cross- contamination
 - 3.5. a general use EpiPen will be stored at the school canteen, office and in the yard duty bag for ease of access.
 - 3.6. Planning for off-site activities will include risk minimisation strategies for students at risk of anaphylaxis including supervision requirements, appropriate number of trained staff, emergency response procedures and other risk controls appropriate to the activity and students attending.
4. School Management and Emergency Response
 - 4.1. Chapter 9 of the Anaphylaxis Guidelines for Victorian Schools contains advice about procedures for school management and emergency response for anaphylactic reactions.
 - 4.2. Richmond High School's Anaphylaxis Management Policy will include procedures for emergency response to anaphylactic reactions. The procedures should include the following:
 - 4.2.1. A complete and up to date list of students identified as having a medical condition that relates to allergy and the potential for anaphylactic reaction;
 - 4.2.2. Details of Individual Anaphylaxis Management Plans and ASCIA Action Plans and where these can be located:
 - 4.2.2.1. In a classroom;
 - 4.2.2.2. In the school yard;
 - 4.2.2.3. In all school buildings and sites including gymnasiums and halls;
 - 4.2.2.4. On school excursions;
 - 4.2.2.5. On school camps; and
 - 4.2.2.6. At special events conducted, organised or attended by the school.
 - 4.2.3. Information about the storage and accessibility of Adrenaline Auto injectors;

- 4.2.4. How communication with school staff, students and parents is to occur in accordance with a communications plan.
- 4.3. Please refer to the Attachment to Anaphylaxis Management Policy – Ministerial Order 706 - Anaphylaxis Management Strategies in this document
- 4.4. Please refer to the Attachment to Anaphylaxis Management Policy – Ministerial Order 706 - Anaphylaxis Prevention Strategies in this document
5. Adrenaline Auto injectors for General Use
 - 5.1. The principal will purchase Adrenaline Auto injector(s) for General Use (purchased by the school) and as a back-up to those supplied by parents.
 - 5.2. The principal will determine the number of additional Adrenaline Auto injector(s) required. In doing so, the principal will take into account the following relevant considerations:
 - 5.2.1. The number of students enrolled at the school who have been diagnosed as being at risk of anaphylaxis;
 - 5.2.2. The accessibility of Adrenaline Auto injectors that have been provided by parents of students who have been diagnosed as being at risk of anaphylaxis;
 - 5.2.3. The availability and sufficient supply of Adrenaline Auto injectors for General Use in specified locations at the School, including
 - 5.2.4. In the school yard, and at excursions, camps and special events conducted or organised by the school; and
 - 5.2.5. The Adrenaline Auto injectors for General Use have a limited life, usually expiring within 12-18 months, and will need to be replaced at the school's expense, either at the time of
 - 5.2.6. use or expiry, whichever is first. Adrenaline Auto injectors for General Use are available for purchase at any chemist. No prescriptions are necessary.
6. Communication Plan
 - 6.1. The principal is responsible for ensuring that a Communication Plan is developed providing information about Anaphylaxis and the Anaphylaxis Management Policy – Ministerial Order 706 for all staff (including Casual Relief Teachers), students and parents.
 - 6.2. Chapter 11 of the Anaphylaxis Guidelines for Victorian government schools has advice about strategies to raise staff and student awareness, working with parents and engaging the broader school community.
 - 6.3. See the Attachment to Anaphylaxis Management Policy –Anaphylaxis Management Communication Plan which provides information to all school staff, students and parents about anaphylaxis and the School's Anaphylaxis Management Systems.
 - 6.4. The Communication Plan includes strategies for advising school staff, students and parents about how to respond to an anaphylactic reaction by a student in various environments including:
 - 6.4.1. During normal school activities including in the classroom, in the school yard, in all school buildings; and
 - 6.4.2. During off-site or out of school activities, including on excursions, school camps and at special events conducted or organised by the school.
 - 6.5. The Communication Plan includes procedures to inform volunteers and casual relief staff of students with a medical condition that relates to allergy and the potential for anaphylactic reaction and their role in responding to an anaphylactic reaction by a student in their care.
 - 6.6. It is the responsibility of the principal of the school to ensure that relevant school staff are:
 - 6.7. Trained; and
 - 6.8. Briefed at least twice per calendar year.
 - 6.9. Refer to the Attachment to Anaphylaxis Management Policy – Anaphylaxis Management Communication Plan for further information in this policy document.
7. Staff Training
 - 7.1. Staff will be appropriately trained:
 - 7.2. Staff who conduct classes that students with a medical condition that relates to allergy and the potential for anaphylactic reaction; and
 - 7.3. Any further staff that are determined by the principal.
 - 7.4. The identified staff will undertake the following training:
 - 7.4.1. an Anaphylaxis Management Training Course in the three years prior; and
 - 7.4.2. participate in a briefing, to occur twice per calendar year (with the first briefing to be held at the beginning of the school year) on:
 - 7.4.2.1. Richmond High School's Anaphylaxis Management Policy;
 - 7.4.2.2. The causes, symptoms and treatment of anaphylaxis;

- 7.4.2.3. The identities of the students with a medical condition that relates to an allergy and the potential for anaphylactic reaction, and where their medication is located;
 - 7.4.2.4. How to use an Adrenaline Auto injector, including hands on practise with a trainer Adrenaline Auto injector device;
 - 7.4.2.5. Richmond High School's general first aid and emergency response procedures; and
 - 7.4.2.6. The location of, and access to, Adrenaline Auto injector that have been provided by parents or purchased by the school for general use.
 - 7.4.2.7. At Richmond High School there is an auto injector in each first aid kit, which are clearly indicated around the school by First Aid signs. There is an auto injector in the main staff lounge for easy staff access.
- 7.5. The briefing must be conducted by a member of staff who has successfully completed an Anaphylaxis Management Training Course in the last 12 months.
- 7.6. In the event that the relevant training and briefing has not occurred, the principal will develop an interim Individual Anaphylaxis Management Plan in consultation with the parents of any affected student with a medical condition that relates to allergy and the potential for anaphylactic reaction. Training will be provided to relevant staff as soon as practicable after the student enrolls, and preferably before the student's first day at school.
- 7.7. The principal will ensure that while the student is under the care or supervision of the school, including excursions, yard duty, camps and special event days, there is a sufficient number of school staff present who have successfully completed an Anaphylaxis Management Training Course in the three years prior.
- 7.7.1. Note: A video has been developed and can be viewed from <http://www.education.vic.gov.au/school/teachers/health/Pages/anaphylaxisschl.aspx>
8. Annual Risk Management Checklist
- 8.1. The principal will complete an annual Risk Management Checklist as published by the Department of Education and Training to monitor compliance with their obligations.
 - 8.2. Note: A template of the Risk Management Checklist can be found at Appendix 4 of the Anaphylaxis Guidelines for Victorian Schools or the Department's website: <http://www.education.vic.gov.au/school/teachers/health/Pages/anaphylaxisschl.aspx>

FURTHER INFORMATION AND RESOURCES

- Policy and Advisory Library:
 - [Anaphylaxis](#)
- Allergy & Anaphylaxis Australia: [Risk minimisation strategies](#)
- ASCIA Guidelines: [Schooling and childcare](#)
- Royal Children's Hospital: [Allergy and immunology](#)

Status	Approved
Date approved	July 2020
Date to be reviewed	July 2024
Responsibility	Principal

Bullying Prevention and Response Policy

Rationale:

Richmond High School is committed to creating an environment in which all members of the school community feel safe and secure, free from bullying or harassment. Schools are the most important setting for the socialisation of young people after the home, and the values and attitudes gained during secondary education are crucial for the wellbeing of the adolescent as they move towards adulthood. Our school has a zero-tolerance policy towards bullying which all staff are expected to implement. We understand bullying to be repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.

The purpose of this policy is to:

- explain the definition of bullying so that there is shared understanding amongst all members of the Richmond High School community
- make clear that no form of bullying at Richmond High School will be tolerated
- outline the strategies and programs in place at Richmond High School to build a positive school culture and prevent bullying behaviour
- ask that everyone in our school community be alert to signs and evidence of bullying behaviour, and accept responsibility to report bullying behaviour to school staff
- ensure that all reported incidents of bullying are appropriately investigated and addressed
- ensure that support is provided to students who may be affected by bullying behaviour (including targets, bystanders and students engaging in bullying behaviour)
- seek parental and peer group support in addressing and preventing bullying behaviour at Richmond High School.

When responding to bullying behaviour, Richmond High School aims to:

- be proportionate, consistent and responsive
- find a constructive solution for everyone
- stop the bullying from happening again
- restore the relationships between the students involved.

Richmond High School acknowledges that school staff owe a duty of care to students to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include harm that may be caused by bullying behaviour.

Scope

This policy addresses how Richmond High School aims to prevent, address and respond to student bullying behaviour. Richmond High School recognises that there are many other types of inappropriate student behaviours that do not meet the definition of bullying which are also unacceptable at our school. These other inappropriate behaviours will be managed in accordance with our Charter of Respect and our Student Engagement and Inclusion Policy.

This policy applies to all school activities, including camps and excursions.

Bullying

In 2018 the Education Council of the Council of Australian Governments endorsed the following definition of bullying for use by all Australian schools:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying has three main features:

- It involves a misuse of power in a relationship
- It is ongoing and repeated, and
- It involves behaviours that can cause harm.

Bullying can be:

1. *direct* physical bullying – e.g. hitting, tripping, and pushing or damaging property.
2. *direct* verbal bullying – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3. *indirect* bullying – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person and/or damaging a person’s social reputation or social acceptance.

Cyberbullying is direct or indirect bullying behaviours using digital technology. For example via a mobile device, computers, chat rooms, email, social media, etc. It can be verbal, written and include images, video and/or audio.

Other distressing and inappropriate behaviours

Many distressing and inappropriate behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing and inappropriate behaviours should report their concerns to school staff and our school will follow the Charter of Respect.

Mutual conflict involves an argument or disagreement between people with no imbalance of power. In incidents of mutual conflict, generally, both parties are upset and usually both want a resolution to the issue. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single-episode acts of nastiness or physical aggression are not the same as bullying. However, single episodes of nastiness or physical aggression are not acceptable behaviours at our school and may have serious consequences for students engaging in this behaviour. Richmond High School will use its Charter of Respect to guide a response to single episodes of nastiness or physical aggression.

Harassment is language or actions that are demeaning, offensive or intimidating to a person. It can take many forms, including sexual harassment and disability harassment. Further information about these two forms of harassment, including definitions, is set out in our Student Engagement and Inclusion Policy. Harassment of any kind will not be tolerated at Richmond High School and may have serious consequences for students engaging in this behaviour. Richmond High School will use its Student Wellbeing and Engagement Policy to guide a response to students demonstrating harassing behaviour, unless the behaviour also constitutes bullying, in which case the behaviour will be managed in accordance with this Bullying Prevention Policy.

Bullying Prevention

Richmond High School has a number of programs and strategies in place to build a positive and inclusive school culture. We strive to foster a school culture that prevents bullying behaviour by modelling and encouraging behaviour that demonstrates acceptance, kindness and respect.

Bullying prevention at Richmond High School is proactive and is supported by research that indicates that a whole school, multifaceted approach is the most effect way to prevent and address bullying. At our school:

- We have a positive school environment that provides safety, security and support for students and promotes positive relationships and wellbeing.
- We strive to build strong partnerships between the school, families and the broader

- community that means all members work together to ensure the safety of students.
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- A range of year level incursions and programs are planned for each year to raise awareness about bullying and its impacts.
- In the classroom, our social and emotional learning curriculum teaches students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving.
- We seek to empower students to be confident communicators and to resolve conflict in a non- aggressive and constructive way.
- Students are encouraged to look out for each other and to talk to teachers and older peers about any bullying they have experienced or witnessed.
- We participate in the National Day of Action against Bullying and Violence.

For further information about our engagement and wellbeing initiatives, please see our Charter of Respect.

Incident Response

Reporting concerns to Richmond High School

Bullying complaints will be taken seriously and responded to sensitively at our school.

Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff as soon as possible.

Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students and/or parents and carers reporting concerning behaviour as soon as possible, so that the responses implemented by Richmond High School are timely and appropriate in the circumstances.

We encourage students to speak to their Year Level Coordinator. However, students are welcome to discuss their concerns with any trusted member of staff including teachers, wellbeing staff, or any member of the leadership team.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Richmond High School should contact the relevant Year Level Coordinator or Head of Sub-School.

Investigations

When notified of alleged bullying behaviour, school staff are required to:

1. record the details of the allegations on Compass; and
2. inform the relevant Year Level Coordinator

The Year Level Coordinator is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the Year Level Coordinator may:

- speak to the those involved in the allegations, including the target/s, the students allegedly engaging in bullying behaviour/s and any witnesses to the incidents
- speak to the parents of the students involved
- speak to the teachers of the students involved
- take detailed notes of all discussions for future reference
- obtain written statements from all or any of the above
- record the incident, investigation, support and consequences on Compass Chronicle (staff view only)
- communicate with students and parents/carers following the investigation before issuing consequences

All communications with the Year Level Coordinator in the course of investigating an allegation of bullying will be managed sensitively. Investigations will be completed as quickly as possible to allow for the behaviours to

be addressed in a timely manner.

The objective of completing a thorough investigation into the circumstances of alleged bullying behaviour is to determine the nature of the conduct and the students involved. A thorough understanding of the alleged bullying will inform staff about how to most effectively implement an appropriate response to that behaviour. Serious bullying, including serious cyberbullying, is a criminal offence and may be referred to Victoria Police. For more information, see: Brodie's Law.

Responses to bullying behaviours

When Year Level Coordinator has sufficient information to understand the circumstances of the alleged bullying and the students involved, a number of strategies may be implemented to address the behaviour and support affected students in consultation with the Head of Sub-School, Student Wellbeing Team, teachers, SSS, Assistant Principal or the Principal.

There are a number of factors that will be considered when determining the most appropriate response to the behaviour. When making a decision about how to respond to bullying behaviour, Richmond High School will consider:

- the age and maturity of the students involved
- the severity and frequency of the bullying, and the impact it has had on the target student
- whether the student/s engaging in bullying behaviour have displayed similar behaviour before
- whether the bullying took place in a group or one-to-one context
- whether the students engaging in bullying behaviour demonstrates insight or remorse for their behaviour
- the alleged motive of the behaviour, including any element of provocation.
-

The Head of Sub-School and Year Level Coordinators may implement all, or some of the following responses to bullying behaviours:

- Offer counselling support to the target student or students, including referral to the Student Wellbeing Team
- Offer counselling support to the students engaging in bullying behaviour, including referral to the Student Wellbeing Team
- Offer counselling support to affected students, including witnesses and/or friends of the target student, including referral to the Student Wellbeing Team
- Facilitate a restorative practice meeting with all or some of the students involved. The objective of restorative practice is to repair relationships that have been damaged by bringing about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied.
- Facilitate a mediation between some or all of the students involved to help to encourage students to take responsibility for their behaviour and explore underlying reasons for conflict or grievance. Mediation is only suitable if all students are involved voluntarily and demonstrate a willingness to engage in the mediation process.
- Facilitate a process using the Support Group Method, involving the target student(s), the students engaging in bullying behaviour and a group of students who are likely to be supportive of the target(s).
- Implement a Method of Shared Concern process with all students involved in the bullying.
- Facilitate a Student Support Group meeting and/or Behaviour Improvement Plan for affected students.
- Prepare a Safety Plan restricting contact between target and students engaging in bullying behaviour.
- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved
- Monitor the behaviour of the students involved for an appropriate time and take follow

- up action if necessary.
- Implement year group targeted strategies to reinforce positive behaviours
- Implement disciplinary consequences for the students engaging in bullying behaviour, which may include removal of privileges, detention, internal or external suspension and/or expulsion consistent with our Student Wellbeing and Engagement policy, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.

Richmond High School understands the importance of monitoring and following up on the progress of students who have been involved in or affected by bullying behaviour. Where appropriate, school staff will also endeavour to provide parents and carers with updates on the management of bullying incidents.

Sub-school leaders are responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

1. Curriculum content and teaching styles should at all times reflect the anti-bullying policy.
2. The Department of Education and Training Bully Stoppers program can be accessed on <http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx>

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following school policy:

- The Richmond High School Charter of Respect

The following websites and resources provide useful information on prevention and responding to bullying, as well as supporting students who have been the target of bullying behaviours:

- [Bully Stoppers](#)
- [Kids Helpline](#)
- [Lifeline](#)
- [Bullying. No way!](#)
- [Student Wellbeing Hub](#)
- [Office of the eSafety Commissioner](#)
- [Australian Student Wellbeing Framework](#)

Status	Approved
Date approved	July 2020
Date to be reviewed	July 2024
Responsibility	Principal

Care Arrangements for Ill Students Policy

Rationale:

All children have the right to feel safe and well, and know that they will be attended to with due care when in need of first aid. <https://www2.education.vic.gov.au/pal/health-care-needs/resources>

Guidelines:

1. Richmond High School will
 - 1.1. Administer first aid to children when in need in a competent and timely manner.
 - 1.2. Communicate children's health problems to parents when considered necessary.
 - 1.3. Provide supplies and facilities to cater for the administering of first aid.
 - 1.4. Maintain a sufficient number of staff members trained with a level 2 first aid certificate.
2. Implementation - School:
 - 2.1. A sufficient number of staff (including at least 1 administration staff member) to be trained to a level 2 first aid certificate, with up-to-date CPR qualifications, and use of the defibrillator.
 - 2.2. A first aid room will be available for use at all times. A comprehensive supply of basic first aid materials will be stored in a locked cupboard in the first aid room.
 - 2.3. First aid kits will also be available around the school in well signed locations.
 - 2.4. Any children in the first aid room will be supervised.
 - 2.5. All injuries or illnesses that occur during class time will be referred to a teacher.
 - 2.6. A major group of staff will be provided with basic first aid management skills, including blood spills, and a supply of protective disposable gloves will be available for use by staff.
 - 2.7. Minor injuries only will be treated by staff members on duty, while more serious injuries- including those requiring parents to be notified and treatment by a doctor will be treated by the parent or a medical practitioner.
 - 2.8. Any children with injuries involving blood must have the wound covered at all times.
 - 2.9. No medication including headache tablets will be administered to children.
 - 2.10. All teachers have the authority to call an ambulance immediately in an emergency. A teacher may confer with others before deciding on an appropriate course of action.
 - 2.11. All school camps will have at least one Level 2 first aid trained staff member at all times.
 - 2.12. A comprehensive first aid kit will accompany all camps.
 - 2.13. All children attending camps or excursions will have provided a signed medical form providing medical detail and giving teachers permission to contact a doctor or ambulance should instances arise where their child requires treatment. Copies of the signed medical forms to be taken on camps and excursions, as well as kept at school.
 - 2.14. All children, especially those with a documented asthma management plan, will have access to Ventolin and a spacer at all times.
 - 2.15. A member of staff is to be responsible for the purchase and maintenance of first aid supplies, first aid kits, ice packs and the general upkeep of the first aid room.
 - 2.16. At the commencement of each year, requests for updated first aid information will be sent home including requests for any asthma, diabetes and anaphylaxis management plans, high priority medical forms, and reminders to parents of the policies and practices used by the school to manage first aid, illnesses and medications throughout the year.
 - 2.17. General organisational matters relating to first aid will be communicated to staff at the beginning of each year. Revisions of recommended procedures for administering asthma, diabetes and anaphylaxis medication will also be given at that time.
 - 2.18. The school will use current forms: <https://www2.education.vic.gov.au/pal/health-care-needs/resources>
 - 2.19. Any student who is collected from school by parents/guardians as a result of an injury, or who is administered treatment by a doctor/hospital or ambulance officer as a result of an injury, or has an injury to the head, face, neck or back, or where a teacher considers the injury to be greater than minor will be reported on Department of Education Accident or Injury form LE375, and entered onto CASES.
3. Implementation – Parents:
 - 3.1. Parents of ill children will be contacted to take the children home.
 - 3.2. Parents who collect children from school for any reason (other than emergency) must sign the child out of the school.
 - 3.3. It is recommended that all students have personal accident insurance and ambulance cover.

Status	Approved
Date approved	July 2020
Date to be reviewed	July 2024
Responsibility	Principal

Child Safe Policy Ministerial Order 870

<http://www.education.vic.gov.au/about/programs/health/protect/Pages/schobligationsorder.aspx>

Rationale

Richmond High School is committed to child safety. Our school values describe that children should be safe in all school environments and outside school hours when in our care and we have zero tolerance for child abuse.

Statement of purpose

1. We want children to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers. We are committed to the safety, participation and empowerment of all children enrolled in our school. We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our policies and procedures. We understand our legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.
2. Our school is committed to preventing child abuse and identifying risks early, and removing and reducing these risks as much as we can. Our school has robust human resources and recruitment practices for all staff and volunteers. Our school is committed to regularly training and educating our staff and volunteers on child abuse risks.
3. We support and respect all children, as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability. We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.

Guidelines:

1. Our children:
 - 1.1. This policy is intended to empower children who are vital and active participants in our school. We involve them when making decisions through our Student Representative Council, especially about matters that directly affect them. We listen to their views and respect what they have to say.
 - 1.2. We promote diversity and tolerance in our school, and people from all walks of life and cultural backgrounds are welcome to enrol in our school. In particular, we:
 - 1.2.1. promote the cultural safety, participation and empowerment of Aboriginal children
 - 1.2.2. promote the cultural safety, participation and empowerment of LGBTIQ (Lesbian, Gay, Bisexual, Trans and gender diverse, Intersex, Queer and questioning) children
 - 1.2.3. promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
 - 1.2.4. ensure that children with a disability are safe and can participate in school activities
 - 1.3. This policy guides our staff and volunteers on how to behave with children in our school.
 - 1.4. We ask that all of our adults agree to abide by our code of conduct which specifies the standards of conduct required when working with children. All staff and volunteers, as well as children and their families, are given the opportunity to contribute to the development or review of the code of conduct.
2. Support and supervision:
 - 2.1. Support and education is important to ensure that everyone in our school understands that child safety is everyone's responsibility.
 - 2.2. Our school culture aims for all staff and volunteers (in addition to parents/carers and children) to feel confident and comfortable in discussing any allegations of child abuse or child safety concerns. We support our staff and volunteers to identify, assess, and minimise risks of child abuse and to detect potential signs of child abuse.
 - 2.3. We also support our staff and volunteers through ongoing supervision to: develop their skills to protect children from abuse; and promote the cultural safety of Aboriginal children, the cultural safety of children from linguistically and/or diverse backgrounds, and the safety of children with a disability. We remain committed to the cultural safety, participation and empowerment of LGBTIQ (Lesbian, Gay, Bisexual, Trans and gender diverse, Intersex, Queer and questioning) children
 - 2.4. New employees and volunteers will be supervised regularly to ensure they understand our school's commitment to child safety and that everyone has a role to play in

protecting children from abuse, as well as checking that their behaviour towards children is safe and appropriate (please refer to this school's code of conduct to understand appropriate behaviour further). Any inappropriate behaviour will be reported through appropriate channels, including the Department of Health and Human Services and Victoria Police, depending on the severity and urgency of the matter.

3. Recruitment:
 - 3.1. We use the recruitment processes of the Department of Education and Training. We take all reasonable steps to employ highly skilled people. We develop selection criteria and advertisements which clearly demonstrate our commitment to child safety and an awareness of our social and legislative responsibilities. Our school understands that when recruiting staff and volunteers we have ethical as well as legislative obligations.
 - 3.2. We actively encourage applications from Aboriginal peoples, people from culturally and/or linguistically diverse backgrounds and people with a disability.
 - 3.3. All people engaged in child-related work, including volunteers, are required to hold (at a minimum) a Working with Children Check and to provide evidence of this check.
 - 3.4. We carry out reference checks and police record checks to ensure that we are recruiting the right people. Police record checks are used only for the purposes of recruitment and are discarded after the recruitment process is complete. We do retain our own records (but not the actual criminal record) if an applicant's criminal history affected our decision-making process.
 - 3.5. If during the recruitment process a person's records indicate a criminal history then the person will be given the opportunity to provide further information and context.
 - 3.6. Recruitment material will make it clear that applicants may be cyber-vetted.
4. Fair procedures for personnel:
 - 4.1. The safety and wellbeing of children is our primary concern. We are also fair and just to personnel. The decisions we make when recruiting, assessing incidents, and undertaking disciplinary action will always be thorough, transparent, and based on evidence.
 - 4.2. We record all allegations of abuse and safety concerns using an incident reporting form, including investigation updates. All records are securely stored in a locked office.
 - 4.3. If an allegation of abuse or a safety concern is raised, we provide updates to children and families on progress and any actions we as a school take.
5. Privacy:
 - 5.1. All personal information considered or recorded will respect the privacy of the individuals involved, whether they be staff, volunteers, parents or children, unless there is a risk to someone's safety. We have safeguards and practices in place to ensure any personal information is protected. Everyone is entitled to know how this information is recorded, what will be done with it, and who will have access.
6. Legislative responsibilities: Our school takes our legal responsibilities seriously, including:
 - 6.1. Failure to disclose: Reporting child sexual abuse is a community-wide responsibility. All adults in Victoria who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report that information to the police.
 - 6.2. Failure to protect: People of authority commit an offence if they know of a substantial risk of child sexual abuse and have the power or responsibility to reduce or remove the risk, but fail to do so.
 - 6.3. Any personnel who are mandatory reporters will comply with their duties.
7. Risk management:
 - 7.1. In Victoria, schools are required to protect children when a risk is identified. In addition to general occupational health and safety risks, we proactively manage risks of abuse to our children.
 - 7.2. We have risk management strategies in place to identify, assess, and take steps to minimise child abuse risks, which include risks posed by physical environments.
8. This policy will be reviewed every two years and following significant incidents if they occur. We will ensure that families and children have the opportunity to contribute.
9. Allegations, concerns and complaints:
 - 9.1. Our school takes all allegations seriously and has practices in place to investigate thoroughly and quickly. Our staff and volunteers are supported to deal appropriately with allegations.
 - 9.2. We work to ensure all children, families, staff and volunteers know what to do and who to tell if they observe abuse or are a victim, and if they notice inappropriate behaviour.

- 9.3. Any allegations, concerns or complaint should be made to the Child Safety Officer or Principal
- 9.4. We all have a responsibility to report an allegation of abuse if we have a reasonable belief that an incident took place.
- 9.5. If an adult has a reasonable belief that an incident has occurred then they must report the incident. Factors contributing to reasonable belief may be:
 - 9.5.1. a child states they or someone they know has been abused (they may be referring to self)
 - 9.5.2. behaviour consistent with that of an abuse victim is observed
 - 9.5.3. someone else has raised a suspicion of abuse but is unwilling to report it
 - 9.5.4. observing suspicious behaviour.
10. As a two Campus School – Gleadell and Griffiths Campus we are aware of our Child Safe responsibilities when transferring between campuses.
 - 10.1. In 2019 and 2020 students will only move between campuses with their teacher supervising at all times.
 - 10.2. In 2021 our year 9 students will be at Gleadell Campus and all normal Child Safe standards will apply.
 - 10.3. From 2021 all students will be supervised as they move.
 - 10.3.1. A wombat crossing has been built and students will move along footpaths on Griffiths and Gleadell Street. A map of the desired path will be provided to students.



If anyone reading this policy believes a child is at immediate risk of abuse, phone 000.

Status	Approved
Date approved	July 2020
Date to be reviewed	July 2024
Responsibility	Principal

Child Safety Responding and Reporting Obligations (Including Mandatory Reporting) Policy and Procedures

Rationale

The purpose of this policy is to ensure that all staff and members of our school community understand the various legal and other reporting obligations related to child safety that apply to Richmond High School. The specific procedures that are applicable at our school are contained at Appendix A.

Scope

This policy applies to all school staff, volunteers and school community members. It also applies to all staff and students engaged in any school and school council-run events, activities and services.

Policy

All children and young people have the right to protection in their best interests.

Richmond High School understands the important role our school plays in protecting children from abuse including:

- Physical abuse
- Sexual abuse (including sexual exploitation)
- Family violence
- Emotional abuse
- Neglect (including medical neglect)
- Grooming

The staff at Richmond High School are required by law to comply with various child safety reporting obligations. For detailed information about each obligation, please refer to [Identifying and Responding to All Forms of Abuse in Victorian Schools](#).

At Richmond High School we also recognise the diversity of the children and young people at our school and take account of their individual needs and backgrounds when considering child safety.

Mandatory Reporting

Principals, registered teachers, registered medical practitioners, nurses and all members of the police force are mandatory reporters under the Children, Youth and Families Act 2005 (Vic).

All mandatory reporters must make a report to the Department of Health and Human Services (DHHS) Child Protection as soon as practicable if, during the course of carrying out their professional roles and responsibilities, they form a belief on reasonable grounds that:

- a child has suffered, or is likely to suffer, significant harm as a result of physical abuse and/ or sexual abuse, and
- the child's parents have not protected, or are unlikely to protect, the child from harm of that type.

A mandatory reporter who fails to comply with this legal obligation may be committing a criminal offence. It is important for all staff at Richmond High School to be aware that they are legally obliged to make a mandatory report on each occasion that they form a reasonable belief that a child is in need of protection and they must make a mandatory report even if the principal does not share their belief that a report is necessary.

At our school, all mandated school staff must undertake the Mandatory Reporting and Other Obligations eLearning Module annually.

For more information about Mandatory Reporting see the Department's Policy and Advisory Library: [Protecting Children — Reporting and Other Legal Obligations](#).

Child in need of protection

Any person can make a report to DHHS Child Protection (131 278 – 24 hour service) if they believe on reasonable grounds that a child is in need of protection.

The policy of the Department of Education and Training (DET) requires all staff who form a reasonable belief that a child is in need of protection to report their concerns to DHHS or Victoria Police, and discuss their concerns with the school leadership team.

For more information about making a report to DHHS Child Protection, see the Department's *Policy and Advisory Library*: [Protecting Children – Reporting and Other Legal Obligations](#) and [Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse](#).

At Richmond High School we also encourage all staff to make a referral to Child FIRST when they have significant concern for a child's wellbeing. For more information about making a referral to Child FIRST see the School Policy and Advisory Guide: Child Protection – Reporting Obligations.

Reportable Conduct

Our school must notify the Department's Employee Conduct Branch (9637 2594) if we become aware of an allegation of 'reportable conduct'.

There is an allegation of reportable conduct where a person has formed a reasonable belief that there has been:

- a sexual offence (even prior to criminal proceedings commencing), sexual misconduct or physical
- violence committed against, with or in the presence of a child;
- behaviour causing significant emotional or physical harm to a child;
- significant neglect of a child; or
- misconduct involving any of the above.

The Department, through the Employee Conduct Branch, has a legal obligation to inform the Commission for Children and Young People when an allegation of reportable conduct is made. Our principal must notify the Department's Employee Conduct Branch of any reportable conduct allegations involving current or former teachers, contractors, volunteers (including parents), allied health staff and school council employees.

If school staff become aware of reportable conduct by any person in the above positions, they should notify the school principal immediately. If the allegation relates to the principal, they should notify the Regional Director.

For more information about Reportable Conduct see the Department's *Policy and Advisory Library*: [Reportable Conduct](#).

Failure to disclose offence

Reporting child sexual abuse is a community-wide responsibility. All adults (ie persons aged 18 years and over), not just professionals who work with children, have a legal obligation to report to Victoria Police, as soon as practicable, where they form a 'reasonable belief' that a sexual offence has been committed by an adult against a child under the age of 16 by another person aged 18 years or over.

Failure to disclose information to Victoria Police (by calling 000 or local police station) as soon as practicable may amount to a criminal offence unless a person has a 'reasonable excuse' or exemption from doing so.

"Reasonable belief" is not the same as having proof. A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds.

For example, a 'reasonable belief' might be formed when:

- a child states that they have been sexually abused
- a child states that they know someone who has been sexually abused (sometimes the child may be talking about themselves)
- someone who knows a child states that the child has been sexually abused
- professional observations of the child's behaviour or development leads a mandated professional to form a belief that the child has been sexually abused
- signs of sexual abuse leads to a belief that the child has been sexually abused.

- “Reasonable excuse” is defined by law and includes:
- fear for the safety of any person including yourself or the potential victim (but not including the alleged perpetrator or an organisation)
- where the information has already been disclosed, for example, through a mandatory report to DHHS Child Protection.

For more information about this reporting obligation, see the Department’s *Policy and Advisory Library*: [Failure to disclose offence](#).

Failure to protect offence

This reporting obligation applies to school staff in a position of authority. This can include principals, assistant principals and campus principals. Any staff member in a position of authority who becomes aware that an adult associated with their school (such as an employee, contractor, volunteer or visitor) poses a risk of sexual abuse to a child under the age of 16 under their care, authority or supervision, must take all reasonable steps to remove or reduce that risk.

This may include removing the adult (ie persons aged 18 years and over) from working with children pending an investigation and reporting your concerns to Victoria Police.

If a school staff member in a position of authority fails to take reasonable steps in these circumstances, this may amount to a criminal offence.

For more information about this reporting obligation, see the Department’s *Policy and Advisory Library*: [Failure to protect offence](#).

Grooming

Grooming is a criminal offence under the *Crimes Act 1958* (Vic). This offence targets predatory conduct undertaken by an adult to prepare a child, under the age of 16, to engage in sexual activity at a later time. Grooming can include communicating and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent/carer.

For more information about this offence and reporting obligations see: [Protecting Children — Reporting and Other Legal Obligations](#).

RELATED POLICIES AND FURTHER INFORMATION

Child Safety Policy Ministerial Order 870

Status	Approved
Date approved	July 2020
Date to be reviewed	July 2024
Responsibility	Principal

Child Safety Policy

Purpose

Richmond High School's Child Safety Policy sets out the school's commitment and approach to creating and maintaining a child safe organisation where children and young people are safe and feel safe, and provides the policy framework for the school's approach to the Child Safe Standards.

Scope

This policy applies to all staff, volunteers, and contractors in the school environment, whether or not they work in direct contact with children or young people. This policy also applies to school council members where indicated.

The policy will apply to the school environment (see Definitions section). The policy covers both school hours and outside of school hours.

Definitions

Child abuse

Child abuse includes:

- any act committed against a child involving:
 - a sexual offence; or
 - grooming; and
- the infliction, on a child, of:
 - physical violence; or
 - serious emotional or psychological harm; and
- serious neglect of a child.

Child-connected work

Child-connected work means work authorised by the school, school council, or Secretary of the Department of Education and Training and performed by an adult in a school environment while children are present or reasonably expected to be present.

Child safety

Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

School environment

School environment means any physical or virtual place made available or authorised by the school for use by a child during or outside school hours, including:

- a campus of the school;
- online school environments (including email and intranet systems); and
- other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, homestays, and other school activities or events)

School staff

School staff means an individual working in a school environment who is:

- employed by the Department of Education and Training;
- directly engaged or employed by a school council; or
- a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary).

STATEMENT OF COMMITMENT TO CHILD SAFETY AND CHILD SAFETY PRINCIPLES

Richmond High School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

The school's approach to creating and maintaining a child safe school environment is guided by our

school philosophy and values. At Richmond High School our vision is *make a positive and profound difference in the lives of all students so that they can be a force for good in the world in the endeavours of their choice.*

Richmond High School has zero tolerance for child abuse.

We are committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Our child safe policies, procedures, strategies and practices will be inclusive of the needs of all children, particularly Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, LGBTIQ students, students in out of home care, and children who are considered vulnerable by the school.

Every person involved in Richmond High School has a responsibility to understand the important and specific role they play individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

Child safety principles

In its planning, decision-making and operations, Richmond High School will:

1. Take a preventative, proactive and participatory approach to child safety;
2. Value and empower children to participate in decisions which affect their lives;
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children;
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount;
5. Provide written guidance on appropriate conduct and behaviour towards children;
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
7. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such concerns;
8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and
10. Value the input of and communicate regularly with families and carers

POLICY

Strategies to embed a child safe culture

Richmond High School's culture encourages staff, students, parents and the school community to raise, discuss and scrutinise child safety concerns. This makes it more difficult for abuse to occur and remain hidden.

All child safety documents, including this policy, the Child Safety Code of Conduct, the school's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, [Identifying and Responding to All Forms of Abuse in Victorian Schools](#) and the [Four Critical Actions for Schools](#) are readily available online for all staff and students to read at any time.

Child safety is everyone's responsibility. All school staff are required to:

- Act in accordance with the school's Child Safety Code of Conduct, which clearly sets out the difference between expected and inappropriate behaviour
- Act in accordance with the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures at all times, including following the [Four Critical Actions for Schools](#) where necessary
- Undertake annual guidance and training on child safety
- Act in accordance with their legal obligations, including:
 - Failure to disclose offence (applies to all adults)
 - Duty of care (applies to all school staff)
 - Mandatory reporting obligations (applies to all mandatory reporters, including teachers, principals, registered psychologists, and registered doctors and nurses)
 - Failure to protect offence (applies to a person in a position of authority within the school)
 - Reportable conduct obligations (applies to all school staff in reporting conduct to the principal, and applies to the principal in reporting to Employee Conduct Branch)

- Organisational duty of care (applies to the school as an organisation)
- For more information on these obligations, see [Identifying and Responding to All Forms of Abuse in Victorian Schools](#).

As part of Richmond High School's child safe culture, school leadership (including the principal and assistant principals) will:

- Consider the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, children in out of home care and children who are vulnerable, when implementing the Child Safe Standards
- Ensure that child safety is a regular agenda item at school leadership meetings and staff meetings
- Encourage and enable staff professional learning and training to build deeper understandings of child safety and prevention of abuse
- Ensure that no one is prohibited or discouraged from reporting an allegation of child abuse to a person external to the school or from making records of any allegation.

As part of Richmond High School's child safe culture, school mandatory reporting staff are required to:

- Complete the [Protecting Children – Mandatory reporting and other obligations](#) online module every year
- Read the school's Child Safety Code of Conduct on induction, and maintain familiarity with that document
- Read the school's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures on induction, and maintain familiarity with that document
- Read the school's Child Safety Policy (this document) on induction, and maintain familiarity with that document.

As part of Richmond High School's child safe culture, in performing the functions and powers given to them under the *Education and Training Reform Act 2006*, school councils and school council members will:

- Ensure that child safety is a regular agenda item at school council meetings
- Consider the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable, when making decisions regarding the Child Safe Standards
- Undertake annual guidance and training on child safety, such as the [Child Safe Standards School Council Training PowerPoint](#).
- Approve the Child Safety Code of Conduct to the extent that it applies to school council employees and members, and if updated, note the new document in its school council meeting minutes
- When hiring employees, ensure that selection, supervision and management practices are child safe (unless delegated to the principal).

School leadership will maintain records of the above processes.

Roles and responsibilities

School leaders will ensure that each person understands their role, responsibilities and behaviour expected in protecting children and young people from abuse and neglect. Staff will comply with the school's Child Safety Code of Conduct, which sets out clearly the difference between expected and inappropriate behaviour.

Specific child safety responsibilities:

- The Child Safety Officer is responsible for reviewing and updating the Child Safety Policy every 3 years.
- The Child Safety Officer is responsible for monitoring the school's compliance with the Child Safety Policy. The school community should approach the Child Safety Officer if they have any concerns about the school's compliance with the Child Safety Policy.
- The Child Safety Officer is responsible for informing the school community about this policy, and making it publicly available.

- Other specific roles and responsibilities are named in Richmond High School's other child safety policies and procedures, including the Child Safety Code of Conduct, Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, and risk assessment register.

Recruitment

Richmond High School follows the Department's Recruitment in Schools guide to ensure child safe recruitment practices, available on the [Department's website](#).

All prospective volunteers are required to comply with our school's Volunteers Policy, including in relation to assessing the suitability of prospective volunteers and obtaining checks required under this policy.

Training and supervision

Training and education is important to ensure that everyone in the school understands that child safety is everyone's responsibility.

Our school culture aims for all staff and volunteers (in addition to parents/carers and children) to feel confident and comfortable in coming forward with any allegations or suspicions of child abuse or child safety concerns. We train our staff and volunteers to identify, assess, and minimise risks of child abuse and to detect potential signs of child abuse. This training occurs annually or more often as required.

We also support our staff and volunteers through ongoing supervision to develop their skills to protect children from abuse, to promote the cultural safety of Aboriginal and Torres Strait Islander children and children from linguistically and/or diverse backgrounds, and the safety of children with a disability and vulnerable children.

New employees and volunteers will be inducted into the school, including by being referred to the Child Safety Policy (this document), the Child Safety Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures on the school website. They will also be supervised regularly to ensure they understand our school's commitment to child safety, and that their behaviour towards children is safe and appropriate. All employees of our school will be monitored and assessed via regular performance review to ensure their continuing suitability for child-connected work. Any inappropriate behaviour will be reported by school staff to the Principal or Assistant Principal and will be managed in accordance with Richmond High School's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures where required.

Reporting a child safety concern or complaint

The school has clear expectations for all staff and volunteers (including homestay providers) in making a report about a child or young person who may be in need of protection. All staff (including school council employees) must follow the school's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, including following the [Four Critical Actions for Schools](#) if there is an incident, disclosure or suspicion of child abuse. Immediate actions should include reporting their concerns to DHHS Child Protection, Victoria Police and/or another appropriate agency and notifying the principal or a member of the school leadership team of their concerns and the reasons for those concerns.

Richmond High School will never prohibit or discourage school staff from reporting an allegation of child abuse. The school will always take action to respond to a complaint in accordance with the school's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures. In accordance with Action 4 of the Four Critical Actions for Schools, Richmond High School will provide ongoing support for students affected by child abuse.

The Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures can be found in the Policies and Procedures Handbook 2021.

Risk reduction and management

Richmond High School believes the wellbeing of children and young people is paramount, and is vigilant in ensuring proper risk management processes, found in the school's risk assessment register. The school recognises there are potential risks to children and young people and will take a risk management approach by undertaking preventative measures.

We will identify and mitigate the risks of child abuse in school environments by taking into account the nature of each school environment, the activities expected to be conducted in that environment and the characteristics and needs of all children expected to be present in that environment.

Richmond High School monitors and evaluates the effectiveness of the actions it takes to reduce or remove risks to child safety, more information can be found in the school's risk assessment register. Listening to, communicating with and empowering children

Richmond High School has developed a safe, inclusive and supportive environment that involves and communicates with children, young people and their parents/carers. We encourage child and parent/carer involvement and engagement that informs safe school operations and builds the capability of children and parents/carers to understand their rights and their responsibilities. Our school is committed to supporting and encouraging students to use their voice to raise and share their concerns with a trusted adult at any time of need. Students can access information on how to report abuse at the school reception.

When the school is gathering information in relation to a complaint about alleged misconduct with or abuse of a child, the school will listen to the complainant's account and take them seriously, check understanding and keep the child (and/or their parents/carers, as appropriate) informed about progress. The school will promote the Child Safe Standards in ways that are readily accessible, easy to understand, and user-friendly to children, including:

- All of our child safety policies and procedures will be available for the students and parents at Richmond High School to read at school reception.
- PROTECT Child Safety posters will be displayed across the school
- School newsletters will inform students and the school community about the school's commitment to child safety, and strategies or initiatives that the school is taking to ensure student safety.

The school will use its health and wellbeing programs (Lifecycle) to deliver appropriate education to its students about:

- standards of behaviour for students attending the school;
- healthy and respectful relationships (including sexuality);
- resilience; and
- child abuse awareness and prevention.

Communications

This school is committed to communicating our child safety strategies to the school community through:

- Ensuring that the Child Safety Policy (this document), Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedure are available on the school website
- Once per term reminders in the school newsletter of our school's commitment to child safety
- Ensuring that child safety is a regular agenda item at school leadership meetings and staff meetings for discussion
- Placing posters throughout the school

Confidentiality and privacy

This school collects, uses and discloses information about particular children and their families in accordance with Victorian privacy law. The principles regulating the collection, use and storage of information is included in the Department of Education and Training's [Schools' Privacy Policy](#).

Related policies and documents

Related policies and documents include:

- Code of Conduct
- Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures
- Risk assessment register
- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Four Critical Actions for Schools](#)
- [Recording your actions: Responding to suspected child abuse – A template for Victorian schools](#)
- [Identifying and Responding to Student Sexual Offending](#)
- [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)
- [School Policy and Advisory Guide – Duty of Care](#)
- [School Policy and Advisory Guide – Child Protection Reporting Obligations.](#)

Policy evaluation and review

To ensure ongoing relevance and continuous improvement, this policy will be reviewed every three years.

Status	Approved
Date approved	August 2020
Date to be reviewed	August 2023
Responsibility	Principal

Camps and Excursions Policy

Rationale:

At Richmond High School excursions and camps are seen as an integral part of the curriculum as they enable students to explore, extend and enrich their learning and their social skills development, in a non-school setting. Excursions and camps complement, and are an important aspect of the educational programs offered at the school.

Guidelines:

1. Planning – The principal is responsible for the conduct of all excursions and must comply with the Department policy on the *DET Policy and Advisory Library* (<https://www2.education.vic.gov.au/pal>) including ensuring that:
 - 1.1. An online *Notification of School Activity* form is completed prior to the activity – www.eduweb.vic.gov.au/forms/school/sal/enteractivity.aspx (link requires log in) 6 weeks prior to the activity date, and ensure details are entered on daily planner
 - 1.2. A planning and approvals process is undertaken
2. Approvals
 - 2.1. All excursions and camps must be approved before they can take place.
 - 2.2. Richmond High School staff wishing to organise an excursion or camp must complete an excursion/camp proposal form and lodge this for approval by the Principal (or their nominee) for the approval of all single-day excursions or to the School Council for approval of:
 - 2.2.1. Overnight excursions
 - 2.2.2. Camps
 - 2.2.3. Interstate visits
 - 2.2.4. International visits
 - 2.2.5. Excursions requiring sea or air travel, weekends or vacations
 - 2.2.6. Adventure activities
3. Duty of care
 - 3.1. All Richmond High School staff attending the camp or excursion owe a duty of care to the students. This means that they must ensure that reasonable steps are taken to prevent any reasonably foreseeable harm to students. This duty is non-delegable, which means that it cannot be delegated to external camp or education providers, parents or volunteers. The designated teacher in charge has ultimate responsibility for all students in their care.
 - 3.2. External education providers and para-professionals must have appropriate certification (e.g. Working with Children's Registration) and ensure that supervision guidelines are followed.
 - 3.3. Prior to the camp or excursion parent/carers should be made aware that DET does not provide student accident cover and that they need to make their own arrangements for cover.
4. First Aid
 - 4.1. At least one member of staff responsible for each group of students will hold an appropriate first aid qualification. For adventure activities, the minimum acceptable level of first aid training is the senior first aid certificate (often referred to as a level 2 first aid qualification) or its competency based equivalent HLTAID003 Apply First Aid.
 - 4.2. For remote activities, a higher level of first aid training is required appropriate to the setting, such as Wilderness First Aid or its competency based equivalent THHGHS11A Manage casualty in a remote area.
 - 4.3. Staff must also have a first aid kit appropriate to the excursion location and activities undertaken.
5. Students with disabilities
 - 5.1. Students should not be denied attendance to any excursion or camp because of disability or medical condition. Parents and carers will be consulted about reasonable adjustments that may be implemented by the school to enable the student to safely attend the excursion or camp.
 - 5.2. Principals will ensure that appropriate emergency and risk management planning is undertaken for students with disabilities attending excursions and camps.

6. Overseas travel
 - 6.1. The Smartraveller website is the Australian Government, Department of Foreign Affairs and Trade (DFAT), travel advisory and consular assistance service. This site also provides useful travel information and tips.
 - 6.2. Richmond High School will ensure that we:
 - 6.2.1. Comply with any DFAT travel advice current for the proposed location;
 - 6.2.2. Subscribe to receive automatic travel advice updates from the Smartraveller website both prior to the excursion and when overseas;
 - 6.2.3. Review their risk assessment if there are any changes to the DFAT travel advice.
 - 6.3. Insurance - The cost of medical and hospital treatment is high in some countries; therefore Richmond High School recommends that all students and staff take out travel and medical insurance for the entire overseas trip.
7. Emergency Notifications and Communications
 - 7.1. In the event of an emergency, to ensure information is provided to emergency services, Richmond High School will notify the:
 - 7.2. Department of Education and Training of any approved school camp or excursion at least three weeks beforehand using the Student Activity Locator online form. A user guide has been developed to help schools complete the online form, see: Student Activity Locator - User Guide
 - 7.3. Department of Foreign Affairs and Trade (DFAT) of overseas travel plans so that DFAT can help staff and students remain safe and secure while overseas.
 - 7.4. Parents or carers will be advised of the telephone numbers (both during and outside school hours) for the designated school contact person in the event of an emergency.
 - 7.5. Arrangements for communicating with parents in the event of an emergency, cancellation or recall of the excursion will be made.
 - 7.6. Consent forms will remain at the school with the designated school contact person and copies of each form will be taken on the excursion by the teacher in charge.
 - 7.7. In the event of an emergency, accident or injury staff on the excursion will:
 - 7.7.1. Take emergency action as documented in the excursion and camp's emergency and risk management plan
 - 7.7.2. Immediately notify the school principal and the principal will make arrangements for the Department's Security Services Unit to be telephoned on 9589 6266.
8. Fire danger or Ban
 - 8.1. The Principal may need to cancel excursions and camps at short notice on days of extreme fire danger or total fire ban. On such days, the Security Services Unit liaises with fire authorities to obtain up to date information for communication to schools that may be affected by wildfire, including schools with students attending camps in areas affected by wildfire. If an excursion is not cancelled, special fire safety precautions will be required.
 - 8.2. When required, Richmond High School will follow the Department's emergency management (bushfires) procedures for off-site activities.
9. Risk Management
 - 9.1. An assessment of excursion risks will be undertaken in accordance with Department guidelines - Planning – Managing Risk.
 - 9.2. For excursions requiring school council approval, an excursion risk assessment plan will be completed which includes consideration of risks across the entire excursion (including transportation, activities undertaken and excursion venues). Venue managers and activity providers should be consulted in the preparation of the school's risk management plan and where appropriate, the risk management plans of venues or activity providers should be used to inform the school risk assessment process.
10. Payments
 - 10.1. All efforts will be made not to exclude students simply for financial reasons. Parents experiencing financial difficulty, who wish for their children to attend an excursion, are invited to discuss alternative arrangements with the principal.
 - 10.2. All families will be given sufficient time to make payments for excursions. Parents will be provided with permission forms and excursion information clearly stating payment finalisation dates. Children whose payment have not been finalised at least 24 hours prior to the departure date will not be allowed to attend unless alternative payment arrangements have been organised with the Principal.

11. Teacher Responsibilities
 - 11.1. Teachers participating in an excursion and/or camps will:
 - 11.1.1. understand the purpose of the program and its connection to student learning
 - 11.1.2. be aware of their supervisory responsibilities throughout the program, see: Excursion support - supervision
 - 11.1.3. know who is the nominated member of staff who will provide first aid if required, see: Excursion support - first aid
 - 11.1.4. know the exact location of students they are responsible for at all times including during travel.
 - 11.2. In addition, the nominated teacher-in-charge will:
 - 11.2.1. know the exact location of students at all times including during travel
 - 11.2.2. maintain a record of telephone contacts for the supervising staff accompanying the excursion
 - 11.2.3. know who the school contact person is and their phone number
 - 11.2.4. have a copy of the names of family contacts for all students and staff on the excursion
 - 11.2.5. have copies of the parental approval and medical advice forms for those students on the excursions
 - 11.2.5. maintain a copy of the completed approval form (including all attachments) submitted to the school council, see: Approval pro forma (Appendix B)
 - 11.2.6. have submitted a notification of school activity using the Student Activity Locator online form three weeks prior to the excursion, see: Student Activity Locator online form (EduMail password required)
12. Student Behaviour
 - 12.1. Disciplinary measures apply to students on camps and excursions consistent with the School's Student Engagement and Inclusion policy. In extreme cases the camp or excursion staff, following consultation with, and the approval of, the principal or their nominee, may determine that a student should return home during a camp or excursion.
 - 12.1.1. In such circumstances, the parent/carer will be advised:
 - 12.1.1.1. Of the circumstance associated with the decision to send the student home
 - 12.1.1.2. Of the time when the parents/carers may collect their child from the camp or excursion
 - 12.1.1.3. Of the anticipated time that the student will arrive home
 - 12.1.1.4. Of any costs associated with the student's return which will be the responsibility of the parents/carers
13. Links and Attachments

This policy should be read in conjunction with the following Department policies and guidelines:
14. [Excursions](#)
15. [Camps, Sports and Excursions Fund](#)
 - 15.1. Attachments which are connected with this policy are:
 - 15.1.1. Attachment 1: Student/Teacher Ratios
 - 15.1.2. Attachment 2: Excursions Approval Pro-forma
 - 15.1.3. Attachment 3: Explanatory Notes to DEECD Excursion Approval Proforma
16. Evaluation
 - 16.1. This policy will be reviewed every 4 years or more often if necessary due to changes in regulations or circumstances.

Status	Approved
Date approved	July 2020
Date to be reviewed	July 2024
Responsibility	Principal

Communication of School Policies, Procedures and Schedule Policy

Rationale:

The policies of the school guide and describe the main processes, functions and operations of the school. The development and review of policies is part of an agreed process to ensure that key stakeholders are part of the consultation and review process. The overall management responsibility is the School Council. To ensure that Richmond High School policies frame and accurately reflect the school operations, directions, and goals and meet all legislative, compliance and duty of care requirements.

Implementation:

1. The policies describe the rationale and guidelines for each policy which impact implementation of the operations and directions of the school as a whole. These are described in this Policy and Procedures Handbook and the Staff Handbook. All School Handbooks should be read to understand the operations of our school.
2. The process of considering school policies will be managed by the principal and will be a continuous cycle, and will use a transparent and consultative process.
3. New policies will be added and modified to reflect the growth and evolution of the new school and new programs.
4. All policies will use the school policy layout, meet legislative and compliance requirements, and have a designated review period, which is normally every four years
5. When developing a new policy, the principal will consult with appropriate personnel in order to draft the initial policy statement. The draft policy may be circulated for comment to the appropriate committee/s, to staff members, to parents, to students before ratification by School Council.
6. Policies will be developed taking into account Department of Education and Training policies, memos and circulars relating to a particular policy area.
7. A manual of policies and a schedule for reviews on a three-year basis is to be maintained.
8. When reviewing an existing school policy as per the three-year review cycle, the principal will consult with staff and the appropriate Committee/s, and to School Council for ratification.
9. Changes as a result of policy developments and / or reviews will be widely advised to students, staff and parents using Compass.
10. Staff will be given opportunity to provide input into the policy development or review process.
11. The focus of all school policies must remain the needs of students and school operations.
12. Any concerns relating to the structure of the school should be directed to the principal or School Council president.
13. Relevant policies will also be loaded onto the school website for community observation and comment.

Status	Approved
Date approved	July 2020
Date to be reviewed	July 2024
Responsibility	Principal

Critical Incident Plan Policy

Rationale:

Richmond High School may become directly or indirectly involved in a tragic or traumatic event. The incident may involve loss of life, serious injury or emotional disturbance. The incident may occur in the school environment or outside. It may involve staff, students or those close to them. The network of those involved in a traumatic event can be wide, especially if it directly involves the school.

Guidelines:

1. Responding to a traumatic or critical incident in which the school is involved.
 - 1.1. Counselling should be provided for all those who need it. This may include many who do not seem to be closely connected to the event or the individuals involved. The school may be in a position to help grieving families at difficult times, e.g. through the school's participation in the funeral service.
 - 1.2. While school should operate as normally as possible, some degree of flexibility should exist.
 - 1.3. It is essential that people be given clear, accurate information at all times. It is essential that a Critical Incident Recovery Team be formed to manage the short and long term effects.
2. Action to be taken as a result of a tragic or traumatic event which involves the school.
 - 2.1. Incidents vary in complexity. These guidelines provide a framework for action and would not necessarily be followed in all cases.
 - 2.2. However, the following 4 principles must be followed: provide clear, accurate information, describe the actions to be followed, provide help for all affected and maintain a normal school program as close as possible.
 - 2.3. Obtain accurate information. Deal only with substantiated facts.
 - 2.4. As soon as possible inform staff, especially those most directly involved. Inform close friends and family individually. Allow questions and discussion as they arise. Dispel rumours.
 - 2.5. Appoint a skilled Critical Incident Recovery Team to assist in the management of the incident. The team may include staff members, psychologists, counsellors, external Department of Education and Training personnel and support agencies. Distribute names of the Critical Incident Recovery Team members, and inform others of the role of the team.
 - 2.6. Provide information to the community as to what has happened, and what is being done.
 - 2.7. Appoint a skilled Critical Incident Recovery Team member to respond to media enquiries. If necessary, protect others from contact with the media. Advice regarding this may be obtained from the DET Emergency Communications Centre and the Media Unit.
 - 2.8. Establish an open line of contact with the family or families directly involved.
 - 2.9. Provide out of school hours contact if necessary. This could be as simple as circulating the Principal's telephone number.
 - 2.10. Continue contact with the family to identify their expectations of the school, e.g. student participation in funeral or memorial service.
 - 2.11. Try to identify those most likely to need help, e.g. classmates, teacher, special friends. Some students not directly affected may become distressed.
 - 2.12. Ensure that counselling help is available.
 - 2.13. Continue to keep staff, students and parents informed, especially about what has happened and what the school is doing about it.
 - 2.14. As soon as possible call students together and provide information about what has happened and what the school is doing about it. A follow up letter home may be important.
 - 2.15. Provide counselling services for all. Ensure that there are suitable places in which this can take place. Be prepared to modify the timetable and other arrangements so that people are free to make use of available help.
 - 2.16. The class teacher may be the person to whom students first turn for help.
 - 2.17. Children wishing to attend funerals should do so in the company of their parents. Provide meaningful participation for those not actually attending the service.
 - 2.18. Continue normal routines at school but acknowledge the effect of tragedy on the school community. Be flexible with those in need of help. Be aware that many people may be deeply affected, e.g. an event may cause a person to recall some traumatic event involving them in the past. The anniversary may also be a difficult time.
 - 2.19. Maintain links with the family.
 - 2.20. Be sensitive to staff and students' needs over this period of time.

Status	Approved
Date approved	July 2020
Date to be reviewed	July 2024
Responsibility	Principal

Duty of Care Policy

Rationale:

In addition to their professional obligations, principals and teachers have a legal duty to take reasonable steps to protect students in their charge from risks of injury that are reasonably foreseeable. This includes taking reasonable care so that any student (and other person) on the premises will not be injured or damaged by reason of the state of the premises or of things done or omitted to be done in relation to the state of the premises.

Definition:

1. Whenever a student–teacher relationship exists, the teacher has a special duty of care. This is defined as: *“A teacher is to take such measures as are reasonable in the circumstances to protect a student under the teacher’s charge from risks of injury that the teacher should reasonably have foreseen.” (Richards v State of Victoria (1969) VR 136 at p. 141).*
2. As part of that duty, teachers are required to supervise students adequately. This requires not only protection from known hazards, but also protection from those that could arise (that is, those that the teacher should reasonably have foreseen) and against which preventive measures could be taken.
3. School authorities in breach of the duty of care may be liable for injuries inflicted by one student on another, as well as for injuries sustained by a student.
4. Schools normally satisfy the duty of care by allocating responsibilities to different staff. For example, the principal is responsible for making and administering such arrangements for supervision as are necessary according to the circumstances in each school, and teachers are responsible for carrying out their assigned supervisory duties in such a way that students are, as far as can be reasonably expected, protected from injury. This duty extends to intervention in single-sex areas if need be by a teacher of the other gender.

Guidelines:

1. Although the general duty is to take reasonable steps to protect students from reasonably foreseeable risks of injury, specific (but not exhaustive) requirements of the duty involve providing adequate supervision in the school or on school activities as well as providing safe and suitable buildings, grounds and equipment.
2. All staff need to be aware that greater care may need to be taken for younger students or students with disabilities and act and monitor accordingly.
3. A teacher’s duty of care is not confined to the geographic area of the school, or to school activities, or to activities occurring outside the school where a student is acting on a teacher’s instructions. The duty also applies to situations both before and after school where a teacher can be deemed to have ‘assumed’ the teacher pupil relationship.
4. Quite apart from mandatory reporting requirements, a teacher has a concurrent duty of care to protect a student from harm that is reasonably foreseeable. A breach of this duty of care may lead to legal action being taken against the individual teacher or teachers concerned. A breach of this duty of care will be established if a teacher or principal failed to take immediate and positive steps after having acquired actual knowledge or formed a belief that there is a risk that a child is being abused or neglected, including sexual abuse.
5. The teacher’s duty of care is greater than that of the ordinary citizen in that a teacher is obliged to protect a student from reasonably foreseeable harm or to assist an injured student, while the ordinary citizen does not have a legal obligation to respond.
6. Whilst each case regarding a teacher’s legal duty of care will be judged on the circumstances that occurred at the time, the following common examples may be times when a teacher has failed to meet their legal duty of care responsibilities to their students:
 - 6.1. arriving late to class or leaving a class early
 - 6.2. arriving late to scheduled timetabled duty responsibilities
 - 6.3. failing to act appropriately to protect a student who claims to be bullied
 - 6.4. believing that a child is being abused but failing to report the matter appropriately
 - 6.5. inadequate supervision on a school excursion
7. Staff members are also cautioned against giving advice on matters that they are not professionally competent to give (negligent advice). Advice is to be limited to areas within a teacher’s own professional competence and given in situations arising from a role (such as careers teacher, year level coordinator or subject teacher) specified for them by the principal.

8. Teachers must ensure that the advice they give is correct and, where appropriate, in line with the most recent available statements from institutions or employers. Teachers should not give advice in areas outside those related to their role where they may lack expertise.
9. Risks to students outside the school environment
 - 9.1. Legal cases establish that a teacher's duty of care does not start nor end at precise times during the day. The approach generally taken is that a teacher's duty applies irrespective whether the risk occurs in or outside the school environment. However, the important issue in all cases will be whether the school took reasonable steps to protect the student from the risk.
 - 9.2. Risks outside the school environment may sometimes call for immediate and positive steps by a school depending on the age of students, urgency and threat of injury. Consider for example, if a live power line came down outside the school, no emergency workers had arrived, and primary children are about to be dismissed to walk home. No school would allow the children to walk out to that danger unsupervised.
 - 9.3. There will be a number of other situations where the school will be under a duty to take reasonable steps. In some instances, the school's control over the activity may require it to take more active measures to satisfy the requirement that it take reasonable steps. For example, a known bully on a school bus may require the school to suspend or refuse to transport the bully. In other instances, the school may not control the activity, and the reasonable measures available to it will be limited. For example, fights at a local train or bus stop between students from rival schools may involve informing the police, contacting the other school to implement preventative measures, and notices to parents and students.
10. At our school students enjoy an open plan learning environment
 - 10.1. While students are generally free to move around the buildings and work independently in break out spaces and designated study areas they must be under (indirect) adult supervision at all times.
 - 10.2. Staff are responsible for their students at all times.
11. Classroom Supervision
 - 11.1. Staff should not leave the classroom unattended at any time during a lesson, except where clear and explicit instructions are given and the normal site lines of supervision are available in our open plan and easy sight line school
 - 11.2. It is not appropriate to leave students in the care of ancillary staff, parents or trainee teachers (At law, the Duty of care cannot be delegated)
 - 11.3. It is not appropriate to leave students in the care of external education providers for example incursions (At law, the duty of care cannot be delegated)
 - 11.4. In an emergency situation use the phone for the Principal or Assistant Principal or contact the teacher in the next room. (if appropriate – send another student for assistance)
 - 11.5. No student should be left unsupervised outside the classroom as a withdrawal consequence for misbehaviour. Withdrawal is to be conducted by sending a student to a colleague's classroom, or to the assistant principal or principal. This should be accompanied by documentation and appropriate follow up. The teacher, principal or assistant principal is to be contacted first to alert them that the student is on their way.
12. Movement of Students
 - 12.1. Care needs to be taken in allowing students to leave the room to work in other areas of the school.
 - 12.2. Discretion is to be used when allowing students to visit the toilet or the library during class time.
13. Building and Grounds Supervision
 - 13.1. Yard supervision is an essential element in teachers' duty of care. It is now clearly established that in supervising students, teacher's duty of care is one of positive action.
 - 13.2. Be aware that students are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.
 - 13.3. Be aware that yard duty supervision within the school requires the teacher to fully comply with DET guidelines and brings with it an increased duty of care. It is a teacher's responsibility to be aware of these guidelines and duty of care responsibilities.
 - 13.4. Teachers rostered for duty are to attend the designated area at the time indicated on the roster.
 - 13.5. Teachers on duty are to remain in the designated area until the end of the allocated time
 - 13.5.1. No changes to the yard duty roster are to be made without the approval of the Assistant Principal.

- 13.5.2. Be alert and vigilant -intervene immediately if potentially dangerous behaviour is observed in the school – teachers enforce behaviour standards and logical consequences for breaches of safety rules.
- 13.6. Teachers should always be on the move and highly visible.
14. Excursions, Incursions and Camps
- 14.1. Be aware that students are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.
- 14.2. Be aware that an incursion with an external provider does not absolve supervision duties of the teacher, including first aid duties. A teacher must be present at all times and remain the person designated with duty of care responsibilities.
- 14.3. Be aware that camps and excursions outside the school require the teacher to fully comply with Department of Education and guidelines and bring with it an increased duty of care. It is a teacher’s responsibility to be aware of these guidelines and remain the person designated with duty of care.
- 14.4. Be aware that excursion and camp activities require the teacher to ensure that the venue and transport adhere to Department of Education and guidelines.
- 14.5. Be aware that school policy is for students to be counted on and off transport and at other times on a regular basis whilst on excursion or camp activities.
- 14.6. The teacher in charge will have copies of all confidential medical forms and permission notes with contact details. A copy of this material will also be kept at school.
- 14.7. Arrangements will be made for students not attending to continue their normal program at school under supervision of another classroom teacher.
- 14.8. The teacher in charge or designated teacher of an excursion or camp will carry a mobile phone and a first aid kit.
- 14.9. If the return time from an excursion or camp is delayed, the teacher in charge will contact the school to inform the Principal of the new arrival time so that parents can be contacted and a senior staff member will remain at school until they arrive.
- 14.10. If crossing roads students are to use designated crossing points. Staff are to walk to the middle of the crossing to ensure visibility and orderly crossing. Other staff control the flow of students across the road.
- 14.11. All staff must follow the Department of Education and guidelines when organising an excursion, incursion or camp. All procedural steps contained in the School camping, excursions and incursions Policy and Procedure outlines must also be followed.
15. Movement between school campuses
- 15.1. Richmond High School has a main Academic Building on Griffiths Street and a Multi-purpose building on Gleadell Street. All movement between the two sites will be with direct staff supervision.
16. Informing Staff of the legislative liability of Duty of Care
- 16.1. All staff will be informed of their legal requirement via: -
- 16.1.1. A copy of this document will be provided to each member of staff at the first staff meeting at the commencement of the school year, and will be placed on the intranet.
- 16.1.2. New staff will be informed of their Duty of Care as part of the school’s Induction Program
- 16.2. Duty of Care will be an agenda item at staff meetings and staff will be directed to familiarise themselves with section Student Safety of the Victorian Government Schools Policy Advisory Library.
- 16.3. Staff will complete a risk assessment including duty of care when completing planning for camps, excursions and incursions.
17. External Providers
18. Staff at our school acknowledge that, as our duty of care is non-delegable, we are also required to take reasonable steps to reduce the risk of reasonably foreseeable harm when external providers have been engaged to plan for or conduct an activity involving our students. Our *Visitors Policy* and *Camps and Excursions Policy* include information on the safety and care of our students when engaged with external providers. Our school also takes steps to ensure student safety when they are engaging in off-site workplace learning programs with external providers, such as when students are participating in work experience, school-based apprenticeships and traineeships, structured workplace learning and any other workplace learning program involving external providers. Our School will follow all applicable Department of Education and Training policy and guidelines in relation to off-site learning and will ensure that the safety and

welfare of the students engaging in these activities is paramount. The Department’s guidelines in relation to Workplace Learning are available at the following link:

19. <https://www2.education.vic.gov.au/pal/structured-workplace-learning/policy>

20. Further information and resources

- the Department’s Policy and Advisory Library: [Duty of Care](#)
- the Department’s Policy and Advisory Library: [Structured Workplace Learning](#)

Status	Approved
Date approved	July 2020
Date to be reviewed	July 2024
Responsibility	Principal

Enrolment Policy

Rationale:

Richmond High School will enrol students from years 7-12 in 2023. Up until then the school will add a year level each year: Year 7 2018, year 8 2019, year 9 2020, year 10 2021, year 11 2022, year 12 2023. Richmond High School is designed as a local high esteem school serving the needs of the Neighbourhood Area Boundary and the suburb of Richmond and part of the suburb of Hawthorn which is included in that boundary.

Guidelines:

1. All students in the Neighbourhood Area Boundary can enrol at Richmond High School.
2. Priority order of placement:
 - 2.1. Where there are insufficient places at a school for all students who seek entry, students are enrolled in the following priority order:
 - 2.2. Students for whom the school is the designated neighbourhood school.
 - 2.3. Students with a sibling at the same permanent address who are attending the school at the same time.
 - 2.4. Where the regional director has restricted the enrolment, students who reside nearest the school.
 - 2.5. Students seeking enrolment on specific curriculum grounds
 - 2.6. All other students in order of closeness of their home to the school.
 - 2.7. In exceptional circumstances, compassionate grounds.
3. Richmond High School will enrol eligible students under the name contained in the documents supporting their admission; primarily their birth certificate
 - 3.1. Keep copies of sighted documents
 - 3.2. Verify changes to student enrolment names
 - 3.3. Maintain and update student details obtained on enrolment
 - 3.4. Keep all information confidential and managed in accordance with:
 - 3.4.1. The Department of Education and Training's privacy policy
 - 3.4.2. Victorian privacy laws.
4. All students enrolling at Richmond High School should experience a smooth transition that enables them to become part of our school community with a minimum of disruption and maximum support.
5. Information required for enrolment
 - 5.1. Enrolment forms are available on CASES21 and must be completed for students enrolling in a Victorian government school for the first time. Enrolment forms must include:
 - 5.1.1. date of birth (note: evidence of date of birth can be official, such as a birth certificate or where this is not able to be produced, unofficial, such as a doctor's note attesting to a child's age).
 - 5.1.2. names and addresses of the student and enrolling parent or guardian
 - 5.1.3. details of medical and other conditions that may require special consideration
 - 5.1.4. emergency telephone numbers, including a nominated doctor.
 - 5.1.5. the name of the previous school and the student's current year level, where students transfer from another school. Note: For students transferring from another Victorian government school, data can be imported using CASES21 (mandatory from July 2017).

Status	Approved
Date approved	July 2020
Date to be reviewed	July 2024
Responsibility	Principal

First Aid Policy

Rationale:

Richmond High School has a responsibility to provide equitable access to education and respond to diverse student needs, including health care needs. *First aid* is the management of incidental illness and injuries and what procedures the school has in place. This policy should be read in conjunction with the Care of Ill Students Policy.

Guidelines:

1. From time to time Richmond High School staff might need to administer first aid to students at school or school activities.
2. Parents/carers should be aware that the goal of first aid is not to diagnose or treat a condition.
3. Staffing
 - 3.1.
 - 3.2. The principal will ensure that Richmond High School has sufficient staff with the appropriate levels of first aid training to meet the first aid needs of the school community.
 - 3.3. Richmond High School trained first aid officers are:

FIRST AID QUALIFICATION REGISTER				
Level 2 First Aid - HLTAID003		Date Completed	Notes	Copy on File
Angela	Bourne	6/12/2016		Yes
Melissa	Chapman	19/12/2016		Yes
Zuzana	Gower	9/12/2017		Yes
Charlene	Lloyd	19/12/2017		Yes
Paige	Willing	20/11/2017		Yes
CPR - HLTAID001		Date Completed	Notes	Copy on File
Angela	Bourne	15/03/2017		Yes
Melissa	Chapman	19/12/2016		Yes
Zuzana	Gower	9/12/2017		Yes
Charlene	Lloyd	19/12/2017		Yes
Victoria	Triantafyllou	14/06/2017		Yes
Paige	Willing	20/11/2017		Yes
Asthma Management - 22282VIC		Date Completed	Notes	Copy on File
Charlene	Lloyd	20/12/2017		Yes
Victoria	Triantafyllou	14/06/2017		Yes
Anaphylaxis Management - 22300VIC		Date Completed	Notes	Copy on File
Angela	Bourne	25/03/2017		Yes
Charlene	Lloyd	20/12/2017		Yes
James	Taylor	22/08/2017	e-training & Observation Record	Yes
Victoria	Triantafyllou	14/06/2017		Yes
Emily	Carroll	22/08/2017	e-training & Observation Record	Yes

4. First aid kits
 - 4.1. Richmond High School will maintain two major first aid kits, one at each campus:
 - 4.1.1. A major first aid kit which will be stored in Reception, Gleadell Campus and Reception/Sick Bay, Ground Floor Griffiths Campus .
 - 4.2. The portable first aid kits will be stored:
 - 4.2.1. Portable First Aid kits will be kept on floor 2 in the Science Room Laboratory Preparation Room and the Art Store for ease of access in those subjects.
 - 4.2.2. A portable first aid kit will be kept on each floor 1 and 3 and Griffiths Campus in a publicly accessible area near the top of the stairs or main entrance. This is four in total.
 - 4.2.3. Five portable first aid kits which may be used for excursions, camps, or yard duty.
 5. Paige Willing, Education Support and an external company 'Student First Aid' will be responsible for maintaining all first aid kits.
 6. Care for ill students
 - 6.1. Students who are unwell should not attend school.

- 6.2. If a student becomes unwell during the school day they may be directed to the sick bay by reporting to an Assistant Principal or Reception and monitored by staff. Depending on the nature of their symptoms, staff may contact parents/carers or an emergency contact person to ask them to collect the student.
7. First aid management
 - 7.1. If there is a situation or incident which occurs at school or a school activity which requires first aid to be administered to a student:
 - 7.2. Staff who have been trained in first aid will administer first aid in accordance with their training. In an emergency situation, other staff may assist in the administration of first aid within their level of competence.
 - 7.3. In a medical emergency, staff may take emergency action and do not need to obtain parent/carer consent to do so. Staff may contact Triple Zero "000" for emergency medical services at any time.
 - 7.4. Staff may also contact NURSE-ON-CALL (on 1300 60 60 24) in an emergency. NURSE-ON-CALL provides immediate, expert health advice from a registered nurse and is available 24 hours a day, 7 days a week.
 - 7.5. If first aid is administered for a minor injury or condition, Richmond High School will notify parents/carers by phone.
 - 7.6. If first aid is administered for a serious injury or condition, or in an emergency situation, school staff will attempt to contact parents/carers or emergency contacts as soon as reasonably practical.
 - 7.7. If staff providing first aid determine that an emergency response is not required but that medical advice is needed, school staff will ask parents/carers, or an emergency contact person, to collect the student and recommend that advice is sought from a medical practitioner.
 - 7.8. Whenever first aid treatment has been administered to a student Richmond High School will:
 - 7.8.1. record the incident on CASES21
 - 7.8.2. if first aid was administered in a medical emergency, report the incident to the Department's Security Services Unit on 03 9859 6266.
 - 7.9. In accordance with guidance from the Department of Education and Training, analgesics, including paracetamol and aspirin, will not be stored at school or provided as a standard first aid treatments. This is because they can mask signs of serious illness or injury.

Status	Approved
Date approved	July 2020
Date to be reviewed	July 2024
Responsibility	Principal

Homework Policy

Rationale

The purpose of this policy is to outline to students, parents/carers and school staff, Richmond High School's expectations for homework and at-home learning. This policy applies to students in all year levels and to staff responsible for setting homework within the school framework. One key rationale is that homework will be integrated into the overall learning program of the school, will reflect the real world experiences of quiet and busy times, and be meaningful in intent. The school seeks to develop lifelong learners who are able to self-manage the range of things they need to achieve each day.

Guidelines

1. Homework refers to tasks given to students by their teachers to be completed outside of usual lessons. Common homework activities may be reading or preparing for work to be done in class, or practising and completing tasks or activities already taught or started in lessons. It may also include more extended activities to develop inquiry skills or more directed and focused work such as revision for exams.
2. Richmond High School expects students to further develop and consolidate their independent learning skills by completing homework tasks. Homework has a positive effect on learning and is an important part of reinforcing the concepts that are introduced in class. It also plays a significant role in building work ethic, self-discipline and responsibility.
3. Teachers at Richmond High School are encouraged to exercise their discretion in assigning tasks that are at an appropriate level and meaningful for their students. Homework should be in line with extending already learnt independent activities in order to consolidate student's skills and understanding.
4. Homework assigned across different learning areas will be managed by the relevant Head of Year Level or their delegate to avoid excessive workloads for students in their year level. This planning will form part of the school's curriculum development and implementation strategy.
5. As part of this, students in each year level will be consulted about the effective implementation of the Homework Policy.
6. The staff at Richmond High School understand the importance of building independence and intrinsic motivation in the classroom. Research from The University of Melbourne emphasizes motivation as a contributing factor in engaging students in homework activities. Student self-concept and beliefs around competence can also affect student effort in relation to homework, providing reason for homework activities matching with individual levels of engagement and understanding as a fundamental rule at Richmond High School.
7. Richmond High School staff value the importance of students participating in extracurricular activities and part time work. Students will be encouraged to balance studies with supplementary activities.
8. Research shows that the following should be considered:
 - 8.1. Planned and focused activities are more beneficial than homework which is more regular but may be routine or not linked with what is being learned in class.
 - 8.2. It should not be used as a punishment or penalty for poor performance.
 - 8.3. A variety of tasks with different levels of challenge is likely to be beneficial.
 - 8.4. The quality of homework is more important than the quantity. Students should receive specific and timely feedback on homework.
 - 8.5. The purpose of homework is made clear to children.
9. Years 7 to 9
 - 9.1. Homework tasks at these Year Levels may include daily independent reading, extended classwork, projects, essays, exercises and research.
 - 9.2. The homework tasks may be provided as a printed copy or in the digital form on Compass or the school Google site.
 - 9.3. Generally, students will be expected to spend an average of 45 to 90 minutes per day on homework tasks, including extended reading, but no more than two hours. Some tasks may be assigned to be completed during weekends and on the school holidays.
 - 9.4. In the case of homework not being completed, students will be asked to complete this work in a reasonable time frame arranged by the teacher. This may be outside of the school day.

- 9.5. Homework will not be provided evenly across the year. There will be times of higher loads and periods with less outside of class homework. Managing this is a skill that students will continue to develop.
10. Years 10 to 12
 - 10.1. Generally, students can expect homework tasks and study in these year levels to increase to take into account the expected level of independence and initiative of students.
 - 10.2. At Year 10, 11 and Year 12, students are expected to spend an increased amount of time completing homework tasks and study in preparation for senior studies.
 - 10.3. The homework tasks may be provided as a printed copy or in the digital form on Compass or the school Google site.
 - 10.4. In the case of homework not being completed, students will be asked to complete this work in a reasonable time frame arranged by the teacher. This may be outside of the school day.
 - 10.5. Homework will not be provided evenly across the year. There will be times of higher loads and periods with less outside of class homework. Managing this is a skill that students will continue to develop.
 - 10.6. Year 10 - 12 Students are expected to study at home for a minimum of 2 hours per day.
11. Shared expectations and responsibilities
 - 11.1. Homework is a shared responsibility between the school, teachers, students and their parents/carers. In order to get the most out of homework tasks this partnership is important.
 - 11.2. Richmond High School will support students by:
 - 11.2.1. fostering learning and connecting families with the learning of their children, as part of a comprehensive and balanced curriculum within Victorian schools
 - 11.2.2. ensuring the school's homework policy is relevant to the learning needs of students
 - 11.2.3. advising parents/carers of homework expectations at the beginning of the school year and providing them with a copy of the homework policy
 - 11.2.4. ensuring students use homework diaries, Compass and through a range of mechanisms to provide regular communication between parents and the school. Diaries and communication may be electronic.
12. It is expected that teachers will:
 - 12.1. equip students with the skills to solve problems
 - 12.2. encourage real-life problem solving, logical thinking, creativity and imagination
 - 12.3. set varied, challenging and meaningful tasks related to class work to suit the students' learning needs
 - 12.4. give students enough time to complete homework, considering home obligations and extracurricular activities
 - 12.5. assess homework and provide timely and practical feedback and support
 - 12.6. help students develop organisational and time-management skills
 - 12.7. ensure parents/carers are aware of the school's homework policy
 - 12.8. develop strategies within the school to support parents/carers becoming active partners in homework
 - 12.9. offer a wide range of opportunities for families to engage in their children's learning.
13. It is expected that students will take responsibility for their own learning by:
 - 13.1. being aware of the school's homework policy
 - 13.2. discussing with their parents/carers homework expectations
 - 13.3. accepting responsibility for the completion of homework tasks within set time frames
 - 13.4. following up on comments made by teachers
 - 13.5. seeking assistance when difficulties arise
 - 13.6. organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.
14. It is expected that parents/carers will support their children by:
 - 14.1. developing a positive and productive approach to homework
 - 14.2. ensuring there is a balance between the time spent on homework and recreational activities
 - 14.3. reading to them, talking with them and involving them in learning opportunities during everyday household routines and physical activity
 - 14.4. talking to teachers about any concerns they have about the homework
 - 14.5. attending the school events, productions or displays their child is involved in
 - 14.6. ensuring students keep a homework diary

- 14.7. discussing homework with their child in their first language, if English is not the main language spoken at home, and linking it to previous experiences
- 14.8. linking homework and other learning activities to the families’ culture, history and language,
- 14.9. linking with relevant services, clubs, associations and community
- 14.10. ensuring there is a quiet study area for students to complete their homework tasks. This should be neat, orderly, quiet and distraction free.
- 15. Support for students, parents and carers
 - 15.1. Teachers at Richmond High School understand that students have different interests and may approach learning activities and homework differently. If you are concerned that your child may not understand the homework tasks that have been set for him or her or is spending a long period of time completing their homework, we encourage you to speak to their teachers.
 - 15.2. Students who may benefit from support completing their homework tasks are encouraged to access their teachers during Study Club or another prearranged time.

Status	Approved
Date approved	September 2020
Date to be reviewed	September 2024
Responsibility	Assistant Principals

Incursions Policy

Rationale:

The school’s incursion program enables students to further their learning by complementing classroom lessons with experts and resources from outside the immediate school community. Incursions complement, and are an important aspect of the educational programs offered at our school. An incursion is an activity that involves school visitors who provide a performance, lesson or service for students. To reinforce, complement and extend the learning opportunities beyond the classroom and to develop an understanding that learning is not limited to school and teachers, and that valuable and powerful learning is often achieved with other people and experiences.

Guidelines:

1. All incursions must be approved by the Assistant Principal or Principal.
2. Staff wishing to organize an incursion must discuss this with the Assistant Principal and then complete appropriate paperwork and lodge this for approval. All incursions must be approved at least two weeks prior to running.
3. The principal or assistant principal must approve incursions to ensure they are cost neutral and that they complement the curriculum and comply with all Department of Education and Training requirements.
4. All incursions will be attended by school staff to ensure appropriate supervision of students at all times. In the event of an accident or emergency the teacher in charge will be responsible for the administration of first aid and will contact parents as appropriate. In the event that parents cannot be contacted, the teacher in charge will follow first aid and emergency policies as set out by the school.
5. No child will be excluded for financial reasons. Parents experiencing financial difficulty, who wish for their children to attend an incursion, are invited to discuss alternative arrangements with the Business Manager. Decisions relating to alternative payment arrangements will be made by the Business Manager in consultation with the appropriate staff, on an individual basis.
6. All families will be given sufficient time to make payments for incursions. Parents will be provided with incursion information clearly stating payment finalization dates.
7. Office staff will be responsible for managing and monitoring the payments made by parents and will provide organizing teachers with detailed records on a regular basis.
8. The organising teacher or delegate must provide reception with a final student list. This list must also include the location of students not involved in the incursion. A copy of this list should also be posted on the staff noticeboard.
9. Students not attending the incursion will be provided with suitable alternative activities.
10. Where applicable, students must have payment to be able to attend the incursion.
11. Duty of care in incursions:
 - 11.1. Be aware that students are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.
 - 11.2. Be aware that an incursion with an external provider does not absolve supervision duties of the teacher, including first aid duties. A teacher must be present at all times and remain the person designated with duty of care responsibilities.
 - 11.3. Be aware that incursions require the teacher to fully comply with DET guidelines and brings with it an increased duty of care. It is a teacher’s responsibility to be aware of these guidelines and remain the person designated with duty of care.
 - 11.4. Be aware that incursions require the teacher to ensure that the venue adheres to DET guidelines.
 - 11.5. Be aware that school policy is for students to be counted and at other times on a regular basis whilst participating in the incursion.
 - 11.6. Arrangements will be made for students not attending the incursion to continue their normal program at school under supervision of another classroom teacher.

Status	Approved
Date approved	August 2020
Date to be reviewed	August 2024
Responsibility	Principal

Internet Communications Acceptable Use Policy

Rationale:

Student instruction and learning increasingly requires new technologies that alter the ways in which information may be accessed, communicated and transferred. The intention of Richmond High School is to use technology in a positive, fluid and flexible way to assist in the education of students as well as the day-to-day business of the school.

The purpose of this policy is to ensure that internet based communications are properly and efficiently used and that Richmond High School is protected from problems such as error, fraud, defamation, breach of copyright, unlawful discriminations, illegal activity, privacy violations and service interruptions.

Guidelines:

1. The starting point for any electronic communication will be the school intranet, which is only available to members our community.
 - 1.1. Students join this by signing the Department of Education and Training Acceptable Use Agreement which is revised each year
 - 1.2. Students may also Bring Their Own Device (BYOD) by signing the appropriate agreement
 - 1.3. Students may place two devices on the school network
2. The Richmond High School network is a tool for the use of members of the Richmond High School community and users may access a broad range of appropriate resources. Students may explore libraries, databases, the Internet and bulletin boards, which will involve exchanging messages and information across the world.
3. Users understand that the use of internet based communications is a privilege and carries with it responsibilities. Users accept responsibility for their good behaviour on the entire school computer network in line with this policy.
4. Communication on the information networks is often public and users are to consider the confidentiality of any material they intend to send or receive.
5. The audience of an electronic message may be unexpected and widespread. Communications may be easily copied, forwarded, saved, intercepted or archived. Electronic and internet based communications must not be used to send material that is offensive, derogatory, defamatory, or illegal.
6. Users are made aware that internet based communications from the Richmond High School network will be treated as Richmond High School related and may be monitored by authorised persons.
7. Electronic Communications are potential delivery systems for computer viruses. All externally sourced material should be run through a virus scan program before being launched, opened or downloaded.
8. The ability to forward, distribute and download material greatly increases the risk of copyright infringement. Users are to be aware that the copyright material of third parties must not be used without authorisation, or due credit and reference. Staff are to ensure that guidance is provided in the appropriate use of online resources.
9. Students and their parents, or guardians, are expected to sign a student agreement for access to the Richmond High School network. Students who fail to honour this policy will incur the withdrawal of access to the Internet and/or school network as determined by the Head of Student Services.
10. Parents are responsible for setting and conveying appropriate standards at home for Internet use. The school will communicate this policy to parents and to assist them in this task.
11. The school undertakes a commitment to implement and uphold this policy and provide appropriate physical and financial resources to enable safe and educationally relevant access to Internet for staff and students.

Status	Approved
Date approved	August 2020
Date to be reviewed	August 2024
Responsibility	Principal

Mandatory Reporting Policy

Rationale:

Richmond High School, as a Department of Education and Training school, is committed to the principles, practice and implementation of Mandatory Reporting Policies. We understand a broad range of professional groups are identified in the Children Youth and Families Act 2005 (CYFA) as mandatory reporters.

Mandated staff members must make a report to Child Protection as soon as practicable after forming a belief on reasonable grounds that a child or young person is in need of protection from significant harm as a result of physical injury or sexual abuse, and the child's parents are unable or unwilling to protect the child.

The following professionals are prescribed as mandatory reporters under section 182 of the CYFA. These are primary and secondary school teachers and principals (including students in training to become teachers), registered medical practitioners (including psychiatrists), nurses (including school nurses) and police. There may be times when two or more mandated staff members, for example a teacher and a principal, have formed a belief about the same child or young person on the same occasion. In this situation, it is sufficient for only one of the mandated staff members to make a report. The other staff member is obliged to ensure that the report has been made and that all of the grounds for their own belief were included in the report made by the other staff member.

Guidelines:

1. The challenge of protecting children is everyone's responsibility: parents, schools, communities, governments and businesses. The Department strongly encourages all school staff to protect and preserve the safety, health and wellbeing of all children and young people.
 - 1.1. Aims: To protect children and young people from abuse and neglect by ensuring school staff under section 184 of the Children Youth and Families Act 2005 (CYFA):
 - 1.1.1. understand their mandatory reporting responsibilities and duty of care obligations to protect children and young people from child abuse including physical and sexual abuse
 - 1.1.2. know how to make a mandatory report to the Department of Human Services (DHS) Child Protection when they have formed a belief on reasonable grounds that a child or young person is at risk of significant harm
 - 1.1.3. are able to identify and be aware of the indicators of abuse.

Implementation

1. Any person who is registered as a teacher under the Education and Training Reform Act (2006), or any person who has been granted to teach under the Act, including principals, is mandated to make a report to the Department of Human Services (DHS) Child Protection.
2. School staff should discuss any concerns about the safety and wellbeing of students with the school principal or member of the school leadership team, especially if they have a suspicion of possible abuse but have not formed a belief at that time. If a principal or member of the school leadership team does not believe that a mandatory report is warranted, this does not discharge the teacher of their obligation to do so if they have formed a reasonable belief that abuse may have occurred. If the teacher's concerns continue, even after consultation with the principal, that teacher is still legally obliged to make a mandatory report of their concerns.
3. Non-mandated staff members who believe on reasonable grounds that a child is in need of protection are encouraged to speak to their principal as well as being able to make a report to DHS Child Protection.
4. School staff who have concerns about a child or young person because they have been made aware of possible harm via their involvement in the community external to their professional role may make a (protective) report to DHS Child Protection. Staff will also be supported in understanding that:
 - 4.1. Failure to disclose is an offence.
 - 4.2. Failure to protect is an offence.
5. The challenge of protecting children is everyone's responsibility: parents, schools, communities, governments and businesses. The Department strongly encourages all school staff to protect and preserve the safety, health and wellbeing of all children and young people.

6. This policy should be read in conjunction with relevant legislation and the DET Policy and Advisory Guide: sections relating to but not limited to: Child Protection -Mandatory Reporting, Concurrent Duty of Care Types of child abuse Indicators of harm; Making a mandatory report, Investigation, Duty of care, Police and DHS Interviews, Responding to Student Sexual Assault.

Status	Approved
Date approved	August 2020
Date to be reviewed	August 2024
Responsibility	Principal

Medicine Distribution Policy and Procedure Policy

Rationale:

Some students attending school need medication to control a health condition. It is necessary that teachers (as part of their duty of care) assist students, where appropriate to take their medication. The school will ensure the students privacy and confidentiality and will exercise sensitivity towards this issue to avoid any stigmatisation. The school is obliged to comply with reasonable requests for assistance in the administration of medication. This results from the duty of care that exists in all schools and education facilities. Records of medication administered by staff to students and agreements to this administration of medication must be stored at the school. These confidential records shall only be accessed by authorised persons at the school i.e. Administration staff. All staff must respect the confidential nature of information made available to them regarding the medical condition of any students.

This is to:

- Provide guidelines for the distribution of medicine;
- Ensure both the safety of the child and to provide the relevant training to staff; and
- Inform all staff of children suffering from ongoing medical conditions.

Guidelines:

1. A member of the Leadership Team will ensure communication occurs between parents, school staff and appropriate health professionals, provide approval for school staff to administer or supervise the administration of medication to students and ensure safe and confidential storage of records relating to the administration of medication.
2. Staff should administer prescribed medication where there is an agreement between staff, parents/guardian/carer and a member of the Management Team and where written instructions from the prescribing doctor have been provided by the parent/guardian/carer. School staff are responsible for student welfare and need to know if a student has a valid medical reason for carrying prescribed medicine to school.
3. Over-The-Counter (Non-Prescribed) Medication. It is the responsibility of the parent/guardian/carer to notify school staff if a student is taking over-the-counter medicine. Drugs such as those used for travel sickness, antihistamines, Ventolin and cough mixtures and also analgesics (e.g. aspirin and paracetamol) can have side effects and will only be administered if written permission has first been obtained from a parent/guardian/carer.
4. Prescribed Medication. Only the quantity of medication for the school day can be brought onto the school premises by the student. School staff are not to administer prescribed medication or treatments which require specialist training such as giving injections. The exception being the use of the epi-pen for anaphylaxis which all staff will be trained in by an accredited training agency when the need arises.
5. If school staff are to administer medication to the student the following protocol applies:
 - 5.1. parent/guardian/carer must provide written authority for the school staff accepting responsibility to administer the prescribed medication.
 - 5.2. parent/guardian/carer is responsible for the submission in writing of any requirements of the student for medication, including details from the medical practitioner and of the circumstances for the appropriate use and application of the medication.
 - 5.3. parent/guardian/carer must provide the medication in a properly labelled container (name of student, name of medication, dose to be taken). Minimal quantities only should be sent to school unless there is a need for larger amounts to be sent, by agreement with the school.
 - 5.4. school staff should only administer prescribed medication in accordance with instructions or advice of a medical authority.
6. Emergencies - Emergency situations requiring the administration of prescribed medication:
7. Emergency situations include those arising from asthma, diabetes and serious allergic reaction. It is the responsibility of the parent/guardian/carer to provide the school with adequate information regarding the details of the student's medical condition which may require specific action and or treatment under emergency conditions. Where such a medical condition exists, collaborative
8. discussion needs to take place between school staff, parent/guardian/carer and a member of the Student Services Group to develop an emergency plan upon which all parties agree.
9. School staff should be advised that refusing to administer medication or provide assistance to a student in an emergency situation when the staff member is reasonably aware of and able to take some action which could prevent or reduce harm being done to the student may constitute a breach of their

duty of care to the student. Calling an ambulance, without providing further help, may not be adequate in an emergency situation where staff are reasonably able to take some sort of affirmative action. The absence of parental consent or instructions from a doctor will not necessarily protect a staff member from liability in emergency situations. Similarly, if a staff member reacts in a reasonable manner in an emergency situation, the absence of parental authority is not likely to raise an issue of liability.

10. Preservation of Records
 - 10.1. All recorded data will be kept in the locked cabinet in the office in the students file. All agreements to the administration of medication and all records of medication given need to be held by the school.
11. A requirement is that all records of medication administered by staff members to a student be retained for the period up to that student’s 25th birthday. These records are deemed to be of a confidential nature and their collection, storage and security are the responsibility of the Business Manager.
12. Safe Storage of Medication
 - 12.1. Prescribed medication which is to be administered by staff must be stored safely in a lockable compartment or cupboard which can only be accessed by authorised persons. Medications which are required to be refrigerated should be under the care of the staff member who is responsible for the student for whom the medicine is prescribed and should be isolated in a secure container. All medication must be in a properly labelled container which shows the name of the drug, name of the student, the dose and frequency.
 - 12.2. It is the responsibility of the parent/guardian/carer to ensure that the medication is clearly labelled, is not out of date and is provided in sufficient quantities for the student’s needs.
13. All forms pertaining to this policy are available from the office.

Status	Approved
Date approved	August 2020
Date to be reviewed	August 2024
Responsibility	Principal

Mobile Phone Policy

PURPOSE

To explain to our school community the Department's and Richmond High School's policy requirements and expectations relating to students using mobile phones during school hours.

SCOPE

This policy applies to:

1. All students at Richmond High School and,
2. Students' personal mobile phones and other personal mobile devices brought onto school premises during school hours, including recess and lunchtime.

DEFINITIONS

A mobile phone is a telephone with access to a cellular (telecommunication) system, with or without a physical connection to a network. For the purpose of this policy, "mobile phone" refers to mobile phones and any device that may connect to or have a similar functionality to a mobile phone such as smart watches.

POLICY

Richmond High School understands that students may bring a personal mobile phone to school, particularly if they are travelling independently to and from school.

At Richmond High School:

- Students who choose to bring mobile phones to school must have them switched off and securely stored during school hours
- Exceptions to this policy may be applied if certain conditions are met (see below for further information)
- When emergencies occur, parents or carers should reach their child by calling the school's office. Personal mobile phone use

In accordance with the Department's [Mobile Phones – Student Use Policy](#) issued by the Minister for Education, personal mobile phones must not be used at Richmond High School during school hours, including lunchtime and recess, unless an exception has been granted.

Where a student has been granted an exception, the student must use their mobile phone for the purpose for which the exception was granted, and in a safe, ethical and responsible manner.

Secure storage

Mobile phones owned by students at Richmond High School are considered valuable items and are brought to school at the owner's (student's or parent/carer's) risk. Please note that Richmond High School does not have accident insurance for accidental property damage or theft. Students and their parents/carers are encouraged to obtain appropriate insurance for valuable items. Refer to the Department's [Claims for Property Damage and Medical Expenses policy](#).

Where students bring a mobile phone to school, Richmond High School will provide secure storage. Secure storage is storage that cannot be readily accessed by those without permission to do so. At Richmond High School students are required to store their phones in their lockers or handed into the school administration office to be placed in a lockable cupboard.

Enforcement

Students who use their personal mobile phones inappropriately at Richmond High School may be issued with consequences consistent with our school's existing student engagement policies – see our RHS Charter of Respect.

At Richmond High School inappropriate use of mobile phones is any use during school hours, unless an exception has been granted, and particularly use of a mobile phone:

- in any way that disrupts the learning of others
- to send inappropriate, harassing or threatening messages or phone calls

- to engage in inappropriate social media use including cyber bullying
 - to capture video or images of people, including students, teachers and members of the school community without their permission
 - to capture video or images in the school toilets, changing rooms, swimming pools and gyms
 - during exams and assessments
- Exceptions

Exceptions to the policy:

- may be applied during school hours if certain conditions are met, specifically,
 - Learning-related exceptions
 - Health and wellbeing-related exceptions; and
 - Exceptions related to managing risk when students are offsite.
- can be granted by the principal, or by the teacher for that class, in accordance with the Department's [Mobile Phones – Student Use Policy](#).

The three categories of exceptions allowed under the Department's [Mobile Phones – Student Use Policy](#) are:

1. *Learning-related exceptions*

Specific exception	Documentation
For specific learning activities (class-based exception)	Unit of work, learning sequence
For students for whom a reasonable adjustment to a learning program is needed because of a disability or learning difficulty	Individual Learning Plan, Individual Education Plan

2. *Health and wellbeing-related exceptions*

Specific exception	Documentation
Students with a health condition	Student Health Support Plan
Students who are Young Carers	A localised student record

3. *Exceptions related to managing risk when students are offsite*

Specific exception	Documentation
Travelling to and from excursions	Risk assessment planning documentation
Students on excursions and camps	Risk assessment planning documentation
When students are offsite (not on school grounds) and unsupervised with parental permission	Risk assessment planning documentation
Students with a dual enrolment or who need to undertake intercampus travel	Risk assessment planning documentation

Where an exception is granted, the student can only use the mobile phone for the purpose for which it was granted.

Camps, excursions and extracurricular activities

Richmond High School will provide students and their parents and carers with information about items that can or cannot be brought to camps, excursions, special activities and events, including personal mobile phones.

Exclusions

This policy does not apply to:

- Out-of-school-hours events
- Travelling to and from school
- Students undertaking workplace learning activities, e.g. work experience
- Students who are undertaking VET

RELATED POLICIES AND RESOURCES

- [Mobile Phones – Student Use Policy](#)
- [Weapons – Banning, Searching and Seizing Harmful Items](#)
- [Claims for Property Damage and Medical Expenses policy](#)

REVIEW PERIOD

Status	Approved
Date approved	September 2020
Date to be reviewed	September 2024
Responsibility	Principal

Occupational Health and Safety Policy

Scope:

This policy applies to all employees, students, visitors, volunteers and contractors in Department of Education and Training (DET) workplaces.

DET Occupational Health and Safety (OHS) Commitment and Principles:
 DET values its people and recognises that health and safety is integral to achieving excellent educational and work performance outcomes.

DET is legally and morally committed to providing employees, students, contractors and visitors with a healthy and safe working and learning environment.

DET will so far as is reasonably practicable, take action to improve and promote OHS to prevent workplace injuries and illnesses at all DET workplaces.

Policy Objectives:

DET is committed to:

- consulting with employees and their representatives, so far as reasonably practicable, on OHS decisions and changes that affect their workplace
- reducing OHS risks through a documented process of hazard identification, assessment, implementation and review of controls
- complying with relevant legislation, DET procedures and guidelines relating to OHS
- provision of a clear statement of OHS accountabilities and responsibilities for personnel across the organisation
- strengthening leadership capability and accountability for OHS across DET
- maintaining, monitoring and reviewing the OHS management system to ensure it is consistent with the nature and risk profile of DET operations
- actively supporting the physical and psychological wellbeing of DET employees by providing access to specialist OHS advice and services
- monitoring, reporting and responding to OHS performance outcomes to drive continuous improvement
- allocating adequate resources to maintain healthy, safe and supportive workplaces
- providing appropriate OHS information and training for all DET employees to enable them to perform their roles and responsibilities safely
- reporting and investigating incidents where appropriate and acting to prevent re-occurrence.

DET employees, visitors, volunteers and contractors are required to:

- take reasonable care for their own OHS and act in a manner that does not put others at risk
- actively contribute to identifying, reporting and reducing OHS hazards and risks
- cooperate with DET on OHS matters including following DET procedures and participating in consultation and training.

Gill Callister
 Secretary
 5/5/2015

Status	Approved
Date approved	5/5/2015
Date to be reviewed	
Responsibility	Department of Education and Training

Onsite Supervision of Students Policy

Rationale:

Richmond High School understands that the adequate supervision of students in the building and grounds is a requirement of the school's duty of care. The school will satisfy the duty of care for the on-site management of students outside normal timetabled class time by allocating responsibilities for supervision to different staff. The Assistant Principal is responsible for making and administering such arrangements for supervision as are necessary according to the circumstances in the school, and teachers are responsible for carrying out their assigned supervisory duties in such a way that students are, as far as can be reasonably expected, protected from injury.

Guidelines:

1. As part of its duty of care the school will adequately supervise students for a defined period before school; at recess time and lunch time; and after school. This on-site supervision requires not only protection from known hazards, but also protection from those that could arise (that is, those the teacher should reasonably have foreseen) and against which preventive measures could be taken.
 - 1.1. <https://www2.education.vic.gov.au/pal/duty-of-care/policy>
2. We will communicate with parents and carers so they are kept informed as to when supervision of students is available before and after school, and that outside these times supervision and/or the collection of students is the responsibility of parents and carers.
3. Parents may require their child to leave the school to:
 - 3.1. Go home for lunch
 - 3.2. Be dismissed early from school to attend an appointment
 - 3.2.1. It is important the school has a process to authorize these requests and accurate student records are maintained.
4. A roster system will be used to timetable staff members for Building supervision.
5. Building supervision will include before school, recess and lunch breaks, and after school.
6. The supervision of the arrival and departure of any students on public transport is a matter for the discretion of the principal
7. Parents are discouraged from sending their children to school before the designated supervision time in the morning. Parents are encouraged to pick up their child by the end of the designated end of day supervision period. Parents will also be informed via the school's newsletter the times when staff members will be rostered to undertake building and grounds supervision before and after school each day.
8. The school must receive permission from a parent before the school will authorise a student to be dismissed to:
 - 8.1. Go home for lunch.
 - 8.2. To attend an appointment during school hours.
9. Parents should do this using Compass systems, and students sign out.
10. Students must be signed out of the school if departing prior to dismissal time. A record of early departures is to be kept in the administration office and completed for all students departing the school early.

Status	Approved
Date approved	September 2020
Date to be reviewed	September 2024
Responsibility	Principal

Parent Complaint Policy

Rationale:

Richmond High School recognises that from time to time families may wish to raise concerns or complaints and that when handled correctly the raising and responding to these creates the framework for a stronger school tone and culture. The school emphasises fostering open and positive relationships with parents and families and values communication with parents and seek to understand, address and respond to any concerns parents have in a professional manner.

<https://www2.education.vic.gov.au/pal/complaints/policy>

Guidelines:

1. Richmond High School is compliant with Department and Education and Training Policy and Guidelines. <https://www2.education.vic.gov.au/pal/complaints/policy>
2. Information about the school's Parent Complaint policy will be made available on the school's website, on enrolment, in staff handbooks, staff induction, staff meetings and student assemblies.
3. Dignity and respect:
 - 3.1. The school is committed to providing a safe and supportive work environment where everyone is treated with respect, fairness and dignity.
 - 3.2. The school will ensure the safety, security, health and wellbeing of all of our community.
 - 3.3. The school will apologise where required and work towards positive outcomes or shared understandings. The school may ask families to agree to disagree and move forward.
4. Expectations:
 - 4.1. The school expects that in managing complaints from parents that all parties will:
 - 4.1.1. Be honest and hear complaints as delivered.
 - 4.1.2. Maintain and stress the confidentiality of all discussions.
 - 4.1.3. Acknowledge that the common goal is to achieve an outcome acceptable to all parties and in good faith and a calm and courteous manner.
 - 4.1.4. Show respect and understanding of each other's point of view and perceptions.
 - 4.1.5. Recognise that all parties have rights and responsibilities which must be balanced.
 - 4.1.6. That complaints and concerns can be handled and resolved with a positive outcome.
5. In addition to the expectations of all parties above, the school will address complaints:
 - 5.1. Efficiently and fairly with a timeline for investigation and resolution communicated.
 - 5.2. Promptly, within timelines agreed with the person with the concern or complaint.
 - 5.3. In accordance with due process, the principles of natural justice and relevant regulatory frameworks.
6. Concerns and complaints covered by the procedures:
 - 6.1. These procedures cover concerns and complaints about:
 - 6.1.1. General issues of student behaviour that are contrary to the school's code of conduct.
 - 6.1.2. Incidents of bullying or harassment in the classroom or the school yard.
 - 6.1.3. Academic programs, assessment and reporting of student learning.
 - 6.1.4. Communication with parents.
 - 6.1.5. School fees and payments.
 - 6.1.6. General administrative issues.
7. This policy does not cover matters for which there are existing rights of review or appeal, such as:
 - 7.1. Student discipline matters involving expulsions.
 - 7.2. Complaints about employee conduct or performance and complaints that should be dealt with by performance management, grievance resolution or disciplinary action.
 - 7.3. Student critical incident matters or any criminal matters.
8. Raising concerns or complaints:
 - 8.1. Parents are encouraged to access our support and feedback processes at the correct entry point. This will ensure quick response and no double handling.
 - 8.2. It is a general expectation that complaints will be responded to within twenty-four hours while critical matters will be addressed immediately. In this case, any leader in the school may assist.
 - 8.3. In the first instance the complainant should telephone, visit, email or write to:
 - 8.3.1. The student's subject teacher or group teacher about learning issues and incidents that happened in their class or group.
 - 8.3.2. The year level coordinator or Head of Student Services if it is a concern about behaviour or wider group of students,
 - 8.3.3. The Assistant Principal about issues relating to staff members or complex student issues.

8.3.4. The Principal about issues relating to school policy, school management, staff members or very complex student issues.

Status	Approved
Date approved	September 2020
Date to be reviewed	September 2024
Responsibility	Principal

Policy Making School Council Guidelines

Rationale

Policymaking provides an open systematic approach to school management. For this purpose, a comprehensive and sustained policy development process will operate at Richmond High School.

Guidelines:

1. School Council is the only body responsible for ratifying policy.
2. Policies must be consistent with the requirements of the Department of Education and Training and the School Strategic Plan.
3. Subcommittees of school council will coordinate policy development.
 - 3.1. Opportunities will be provided for community members to participate in policy development.
4. A Policy Handbook will be available for staff and school community use.
5. This handbook will be on the school webpage.
6. Policy proposals are to be written in a standardised format that will include:
 - 6.1. A concise Rationale that summarised the purpose of the policy.
 - 6.2. A number of Guidelines for implementation.
 - 6.3. Web links as appropriate.
7. Evaluation will occur as part of a cyclical process at four yearly intervals or more frequently if deemed necessary by School Council.

Status	Approved
Date approved	August 2020
Date to be reviewed	August 2024
Responsibility	Principal

Student Engagement and Inclusion Policy

Rationale:

School Profile Statement: Richmond High School provides a high quality educational experience to the Richmond community and their students. The school community has high expectations of students and they are encouraged to develop a passion for learning and a sense of respect for themselves and others.

Whole School Prevention Statement: The school is committed to providing a safe and nurturing learning environment that recognises and caters for the different academic, artistic, cultural, health and pastoral needs of students. Our aim is that students from Richmond High School will behave appropriately at all times and be self-disciplined, resilient, self-confident, creative, passionate and compassionate individuals, who will have developed beyond their expectations and care for each other.

Guiding principles:

1. Richmond High School (the school) will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
2. The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
3. The school will promote active student participation and provide students with a sense of ownership of their environment.
4. The school will support families to engage in their child's learning and build their capacity as active learners.
5. The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
6. The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
7. The school will have processes in place to identify and respond to individual students who require additional assistance and support.
8. The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.
9. The school will create a child safe organisation and will comply with its obligations under the Child Safe Standards.
10. Engagement Strategies
 - 10.1. To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.
 - 10.2. The School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.
 - 10.3. The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in our Charter of Respect.
11. Identifying students in need of extra support
 - 11.1. Our school will utilise the following information and tools to identify students in need of extra support using the following strategies:
 - 11.2. Personal information gathered upon enrolment
 - 11.3. Attendance rates
 - 11.4. Academic performance, particularly in literacy and numeracy assessments
 - 11.5. Behaviour observed by classroom teachers
 - 11.6. Student Mapping Tool
 - 11.7. Engagement with student families
12. Behavioural expectations
 - 12.1. Shared behaviour expectations for students, parents/carers and school staff are detailed in our Charter of Respect.

13. School actions
 - 13.1. Responding to challenging behaviour
 - 13.1.1. Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Training Student Engagement and Inclusion Guidance (see our Charter of Respect).
14. Discipline
 - 14.1. Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.
 - 14.2. Disciplinary measures that may be applied include:
 - 14.2.1. Restorative approach (e.g. repairing damage caused)
 - 14.2.2. Withdrawal of privileges
 - 14.2.3. Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
 - 14.2.4. Detention
 - 14.2.5. Suspension (in-school and out of school)
 - 14.2.6. Expulsion
 - 14.3. Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.
 - 14.4. Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.
 - 14.5. Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.
 - 14.6. Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.
 - 14.7. Information on grounds and processes for suspension and expulsion that our school will follow are available here: <https://www2.education.vic.gov.au/pal/suspensions/policy>
15. Creating a child safe organisation
 - 15.1. The school is committed to being a child safe organisation. It will do this by complying with the requirements of the Child Safe Standards including having strategies in place to embed a culture of child safety at the school, having a child safety policy/ statement of commitment to child safety and having policies and procedures to manage child abuse.
 - 15.2. The school's strategies for a child safe school can be found on our website
 - 15.3. The school's child safety policy/statement of commitment can be found on our website
 - 15.4. The school's policies and procedures to manage child abuse can be found on our website
16. Engaging with families
 - 16.1. The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.
 - 16.2. The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.
 - 16.3. The school will create successful partnerships with parents/carers and families by:
 - 16.3.1. ensuring all parents/carers are aware of the school's Student Engagement Policy
 - 16.3.2. conducting effective school-to-home and home-to-school communications
 - 16.3.3. providing volunteer opportunities to enable parents/carers and students to contribute
 - 16.3.4. involving families with homework and other curriculum-related activities
 - 16.3.5. involving families as participants in school decision-making
 - 16.3.6. coordinating resources and services from the community for families, students and the school
 - 16.3.7. involving families in Student Support Groups.
17. Parents responsibilities for supporting their child's attendance and engagement are outlined in our Charter of Respect. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Charter of Respect.
18. Evaluation
 - 18.1. Data collection and analysis

- 18.1.1. Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.
- 18.1.2. Some of sources of data used are:
 - 18.1.2.1. the Attitudes to School Survey data
 - 18.1.2.2. school level report data
 - 18.1.2.3. parent survey data
 - 18.1.2.4. data from case management work with students
 - 18.1.2.5. data extracted from software such as CASES21 or SOCS.

Status	Approved
Date approved	September 2020
Date to be reviewed	September 2024
Responsibility	Principal

Uniform Policy

Purpose

The aim of the Richmond High School Uniform Policy is to:

- Promote a sense of pride and encourage identity in the school.
- Allow all students to feel equal in appearance
- Reduce bullying and competition on the basis of clothing.
- Ensure students’ clothing reflects the expectations of their school community.
- Enhance the profile and identity of the school and its students within the wider community.
- Strengthen the spirit of community within the school.
- Enhance individual student safety and group security.
- Ensure all students are dressed safely and appropriately for school activities.
- Encourage students to develop pride in their appearance through the provision of a contemporary uniform students are proud to wear.
- Encourage students to present themselves appropriately for a particular role.
- Provide some flexibility within the guidelines for students to choose the uniform that works best for them.

Preamble

Students at Richmond High School will wear a school uniform. Our community, while valuing the benefits of a school uniform, desires a more flexible approach to uniforms, particularly in daily choices. On this basis students may adopt a flexible approach and are allowed to determine what is best to wear on a given day or activity. A formal uniform is expected for key events and excursions. Richmond High School also values religious and cultural requirements and a non-gender approach to wearing of the uniform.

Guidelines

1. Richmond High School will encourage students to wear their uniform with a sense of identity and pride.
2. Wearing of the school uniform applies during school hours, at school events, while travelling to and from school, and on school excursions.
3. Students will have choice regarding which uniform they wear. But they must wear a complete uniform within one of the options.
 - 3.1. Option 1 – The uniform that works best for them that day, excluding the Sport Uniform.
 - 3.2. Option 2 – Sport Uniform on days when students have a timetabled Physical Education class or Sport Activity.
 - 3.3. Option 3 – Formal Uniform.
4. The uniform can be purchased in stages, through lay-by at our official supplier, with the support of State School Relief, or through a School Council supported purchase plan.
5. Students may need to substitute items. Any long-term substitutions need to be approved by the Principal. Short term substitutions will be approved by an Assistant Principal.
6. The school will work with, and support families, in ensuring all children have access to a school uniform.
7. Parents seeking exemptions to this School Uniform Policy for religious, cultural, medical or economic hardship should apply directly to the school and request permission for the exemption from the principal.
8. Students who attend school out of uniform will receive an exemption for that day only and be asked to work with the school to achieve the wearing of the uniform.
9. Piercings, non-natural hair colouring and unusual hair styling or cuts require prior discussion with the Principal.
10. Casual clothing options may be allowed for special events or after academic classes are finished for the year but selected items should ensure all safety requirements are met, and that no offensive logos or art work is included.

Status	Approved
Date approved	September 2020
Date to be reviewed	September 2024
Responsibility	Assistant Principals

Uniform Options

All children

Our uniform is designed for flexibility within the items*

Option 1 – Everyday uniform options

- Long Sleeve Shirt
- Short Sleeve Shirt
- Grey sock
- Shorts
- Dress
- Skirt
- Trousers/Pants
- Blazer – this should be worn for all external excursions and activities – not Sport and Lifecycle based - and for school and other formal events as requested
- Tights
- Tie
- Jumper/Pullover
- Cap/Beanie
- School 'Harry Potter' Scarf or Grey Scarf*
- Long sleeve grey T-shirt to wear under clothing*

Option 2 – Sport and Lifecycle

- Polo
- Sport Short
- Cap/Beanie
- Sport sock
- Soft Shell Jacket – this can only be worn in Sport and Lifecycle activities or other approved arrangement
- Track Pants
- Bike Short

Option 3 – Formal – When we 'dress up'

- Long Sleeve Shirt
- Grey sock
- Shorts
- Skirt
- Trousers/Pants
- Blazer
- Tights
- Tie
- Jumper/Pullover

From time to time students will need to substitute. All substitutions need to be in grey with a uniform pass from Assistant Principal Student Services.

*Item in development

Working with Children Policy

Rationale:

The Working with Children (WWC) Check aims to assist in protecting children from sexual or physical harm. It is designed to complement good selection, supervision and training practices (including rigorous reference checking). This policy applies to all positions at the school including volunteer, honorary, consultant and contractor positions.

Guidelines:

1. Definitions:
 - 1.1. Child: a person who is under the age of 18 years.
 - 1.2. Student: any child who is enrolled at the School
2. The Working with Children Check verifies a person's history to make sure they do not have any relevant criminal offences or findings from professional disciplinary bodies. The Working with Children Check is valid for 5 years. During this time, the cardholder continues to be checked for new relevant offences or findings. The Working with Children Check is administered by the Department of Justice.
3. When is a Working with Children Check required?
 - 3.1. A Working with Children Check is required for positions that meet all of the following criteria:
 - 1.1.1. Involve contact with children in connection with our school
 - 1.1.2. The contact happens on a regular (everyday) basis;
 - 1.1.3. Involve direct contact with children and this contact is not directly supervised; and
 - 1.1.4. The position does not qualify for an exemption as listed under the act.
4. What is the application process?
 - 4.1. The candidate must complete a Working with Children Check application form.
 - 4.2. Under the section marked 'Details of Organisation', candidates should ensure they state the school
 - 4.3. If the applicant passes the check they will be sent a successful Assessment Notice, followed by a Working with Children check card 2-3 weeks later.
5. What if the applicant does not pass the check? If the applicant does not pass the check they will be given an Interim Negative Notice. The applicant can then make a submission to the Department of Justice to explain why they believe they should pass. If this submission is not successful the applicant will be issued with a Negative Notice. This means they have failed the Working with Children Check and cannot undertake 'child-related work'.
6. When can the candidate commence? Commencement at Richmond High School is conditional upon receipt of a successful Assessment Notice or Working with Children Check card. Any queries should be directed to the principal.
7. Who pays for the Working with Children Check? Candidates who are required to undergo a Working with Children Check as a condition of working in the school will not be able to receive reimbursement for the cost from Richmond High School.
8. Responsibilities
 - 8.1. Richmond High School must:
 - 8.1.1. Identify all staff, volunteers, honorary, consultants and contractors who require a Working with Children Check;
 - 8.1.2. Ensure existing staff, volunteers, honorary, consultants and contractors are informed of the requirement to undergo the check;
 - 8.1.3. Ensure prospective staff, volunteers, honorary, consultants and contractors have passed a Working with Children Check before commencement;
 - 8.1.4. Check the card's validity on the Department of Justice webpage;
 - 8.1.5. Have a photocopy of the Working with Children card and with details updated on the school register (if individual is a staff member, copy to be kept on the staff member's personnel file)
 - 8.1.6. Ensure suitable monitoring procedures are in place to ensure staff, volunteers, honorary, consultants and contractors hold a valid Working with Children Check card at all times.
9. The staff, volunteers, honorary, consultants and contractors must:
 - 9.1. provide the successful Working with Children check card prior to commencement at Richmond High School
 - 9.2. Notify the school if there has been a relevant change in circumstances, for example, if they have been charged or found guilty of a new relevant offence.
 - 9.3. apply for a new Working with Children Check before their card expires.

10. What is the difference between a Working with Children Check and a police records check?
 - 10.1. A police records check gives information about a person’s past criminal record and is only valid at the time of issue. The Working with Children Check is valid for 5 years (unless revoked). During this time, cardholders continue to be checked for new relevant offences or disciplinary findings from professional bodies such as the Victorian Institute of Teaching. In addition, not all criminal offences are relevant to the Working with Children Check. Broadly, the Working with Children check considers serious sexual and violent drug offences.
 - 10.2. A staff member, volunteer, honorary, consultant and contractor is required to undertake a Working with Children check even if they have already completed a police records check.
11. School Register
 - 11.1. Richmond High School will take a copy of each Working with Children Check and filed in administration.
 - 11.2. The register will be placed on the administration network for access by senior staff.
 - 11.3. The Working with Children Check Register will be overseen by the Business Manager who will keep completed records in both electronic and printed form in the school administration office. These will updated yearly on registration as well as when staff are hired or status needs reviewing.

Status	Approved
Date approved	September 2020
Date to be reviewed	September 2024
Responsibility	Principal

Yard Duty and Supervision Policy

Rationale

The purpose of this policy is to explain to staff Richmond High Schools yard duty procedures and expectations for the appropriate supervision of secondary students. Appropriate supervision is an important strategy to monitor student behaviour, and enables staff to identify and respond to possible risks at school as they arise. It also plays a vital role in helping schools to discharge their duty of care to students.

Objective

To ensure that school staff understand their supervision and yard duty responsibilities.

Scope

The principal is responsible for ensuring that there is a well organised and responsive system of supervision and yard duty in place during school hours, before and after school, and on school excursions and camps.

This policy applies to all teaching and non-teaching staff at Richmond High School, including education support staff, casual relief teachers and visiting teachers.

School staff are responsible for following reasonable and lawful instructions from the principal, including instructions to provide supervision to students at specific dates, time and places.

Guidelines

1. Staff should use this to understand and ensure that school staff understand their supervision and yard duty responsibilities.
2. The principal is responsible for ensuring that there is a well organised and responsive system of supervision and yard duty in place during school hours, before and after school, and on school excursions and camps.
3. This policy applies to all teaching and non-teaching staff at Richmond High School, including education support staff, casual relief teachers and visiting teachers.
4. School staff are responsible for following reasonable and lawful instructions from the principal, including instructions to provide supervision to students at specific dates, time and places.
5. Before and after school
 - 5.1. Richmond High School's grounds and buildings are supervised by school staff from 9:00am until 4:10pm Outside of these hours, school staff will not be available to supervise students.
 - 5.2. Sessions and times:

Time	Session
8:30 am	Reception open/Session 0
9:00	Students arrive to be ready to learn. Teachers commence attendance. Supervision commences
9:10	Session 1
10:00	Session 2
10:50	Recess
11:10	Session 3
12:00 pm	Session 4
12:50	Lunch
1:30	Session 5
2:20	Session 6
3:10	Session 7 (Senior School and ECP) - After School Activities, Clubs and Study Group
4:00	Sessions conclude
4:10	Meeting as scheduled - Tuesday and Professional Learning – Thursday Consultative Committee will meet sixteen Monday's each year, four each term. Teachers may conclude attendance Monday, Wednesday and Friday Supervision concludes
4:30	Reception closes
5:10	Teachers will conclude attendance Tuesday and Thursday

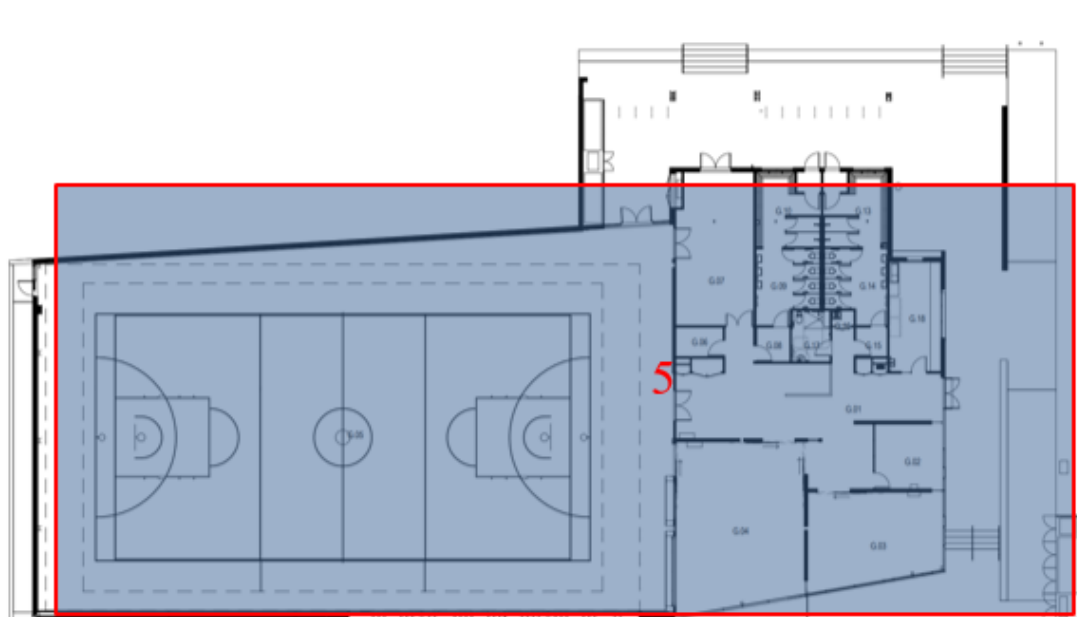
6. Richmond High School welcomes students to school over this period of time and will ensure that the Gleadell and Griffiths Campus have appropriate supervision in place, either through formal yard duty arrangements or club and afterschool activities supervisors.
7. Students who may wish to attend school outside of these hours are encouraged to speak to a Principal or Assistant Principal who will determine the best supervisor elements and speak to parents and carers as appropriate.
8. Yard duty
 - 8.1. All teachers at Richmond High School are expected to assist with yard duty supervision and will be included in the roster.
 - 8.2. The Assistant Principal or their nominee is responsible for preparing and communicating the yard duty roster on a regular basis. Teachers will be designated a specific yard duty area to supervise to a set roster.
9. The designated yard duty zones for our school from Term 1, 2019 is indicated in 10 and 11. The school has staged openings until 2022 as our use of facilities and staff numbers grow.
10. School zones:

Zone 1: Ground Level, Griffiths Building	9:10, recess, lunch, 3:10	Zone 4: Level 2 concreted area, Griffiths Building	Recess, lunch
Zone 2: Northern and Western Courtyard, Griffiths Building	9:10, recess, lunch, 3:10	Zone 5: Gleadell Street courts, including the walk between campuses	Lunch
Zone 3: Level 1 concreted area, Griffiths Building	Recess, lunch	From 2021 - Zone 6: Level 3 concreted area, Griffiths Building	Recess, lunch

11. Insert school maps







12. School staff who are on yard duty in an outside area, zone 2 and 5, must have a first aid pack with them.
13. Staff who are rostered for yard duty must remain in the designated area until they are replaced by a relieving teacher or all students have returned to classes.
14. During yard duty, supervising school staff must:
 - 14.1. Methodically move around the designated zone taking notice of any signs that further scrutiny may be required.
 - 14.2. Be alert and vigilant
 - 14.3. Intervene immediately if potentially dangerous or inappropriate behaviour is observed in the yard
 - 14.4. Enforce behavioural standards and implement appropriate consequences for breaches of safety rules, in accordance with any relevant disciplinary measures set out in the school's Charter of Respect.
 - 14.5. Ensure that students who require first aid assistance receive it as soon as practicable
 - 14.6. Report any incidents or near misses to a Sub-school member who will place information on Compass.
15. If being relieved of their yard duty shift by another staff member the staff member must ensure that a brief but adequate verbal 'handover' is given to the relieving staff member in relation to any issues which may have arisen during the first shift.
16. If the supervising teacher is unable to conduct yard duty at the designated time, they should contact the Assistant Principal with as much notice as possible prior to the relevant yard duty shift to ensure that alternative arrangements are made.
17. If the supervising teacher needs to leave yard duty during the allocated time, they should contact the Assistant Principal but should not leave the designated area until the relieving teacher has arrived in the designated area.
18. If a next duty teacher does not arrive for yard duty, the teacher currently on duty should notify reception or an assistant principal and not leave the designated area until a relieving teacher has arrived.
19. Should students require assistance during recess or lunchtime, they are encouraged to speak to the supervising yard duty teacher.
20. Classroom
 - 20.1. The classroom teacher is responsible for the supervision of all students in their care during class.
 - 20.2. All school policies as relating to the classroom need to be adhered to at all times.
21. If a teacher needs to leave the classroom unattended at any time during a lesson, he or she should first contact the Sub-school or a colleague for assistance. The teacher should then wait until a replacement staff member has arrived at the classroom before leaving.
22. School activities, camps and excursions
 - 22.1. The principal and leadership team are responsible for ensuring that students are appropriately supervised during all school activities, camps and excursions. Appropriate supervision will be

planned for school activities, camps and excursions on an individual basis, depending on the activities to be undertaken and the level of potential risk involved.

Status	Approved
Date approved	July, 2020
Date to be reviewed	July, 2024
Responsibility	Principal